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ABSTRACT

These Congressional hearings contain testimony dealing with vocational education, school lunch programs, asbestos in schools, and elementary and secondary educational programs. Included among those agencies and organizations represented at the hearings were the following: Ashland Vocational and Technical School in Ashland, Kentucky; Cabell County Public Schools in Huntington, West Virginia; the Kentucky Department of Education; Kentucky Power Company in Paintsville, Kentucky; the Eastern Kentucky Educational Development Corporation in Ashland, Kentucky; the Advisory Council for Vocational Education in Hazard, Kentucky; Mingo County Public Schools in West Virginia; the American Association of University Women; the Vocational Education Region 11 Advisory Council; Floyd County Schools in Prestonsburg, Kentucky; and the Kentucky Catholic Conference in Louisville, Kentucky. (MN)

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OVERSIGHT HEARINGS ON VOCATIONAL EDUCATION, SCHOOL LUNCH, ASBESTOS IN SCHOOLS, ELEMENTARY AND SECONDARY EDUCATION PROGRAMS

HEARINGS

BEFORE THE

SUBCOMMITTEE ON ELEMENTARY, SECONDARY,
AND VOCATIONAL EDUCATION

OF THE

COMMITTEE ON EDUCATION AND LABOR
HOUSE OF REPRESENTATIVES

NINETY-EIGHTH CONGRESS

FIRST SESSION

HEARINGS HELD IN ASHLAND, KENTUCKY, MAY 13;
LEXINGTON, KENTUCKY, MAY 14, 1983

Printed for the use of the Committee on Education and Labor

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OVERSIGHT HEARINGS ON VOCATIONAL EDUCATION, SCHOOL LUNCH, ASBESTOS IN SCHOOLS, ELEMENTARY AND SECONDARY EDUCATION PROGRAMS

FRIDAY, MAY 13, 1983

House of Representatives,
Subcommittee on Elementary, Secondary,
and Vocational Education,
Committee on Education and Labor,
Ashland, Ky.

The subcommittee met, pursuant to notice, at 8:15 a.m. in the Ashland State Vocational-Technical School, Ashland, Ky., Hon. Carl D. Perkins (chairman of the subcommittee) presiding.

Members present: Representatives Perkins, Boucher, and Goodling.

Staff present: John Jennings, counsel; Mary Jane Fiske, senior legislative associate.

Chairman Perkins. Let me welcome you all here this morning, ladies and gentlemen. We have been delayed a little while. It was my hope that we could have started 30 minutes earlier, but nevertheless we will have a good hearing. We have a lot of problems confronting education in this country, and we want to make sure that we monitor the programs and improve the quality of education as much as we possibly can.

Our first witness this morning is Charles Chattin, and we are going to ask you to come around.

STATEMENT OF CHARLES CHATTIN, REGIONAL DIRECTOR, VOCATIONAL REGION 10, KENTUCKY DEPARTMENT OF EDUCATION, ASHLAND, KY.

Mr. Chattin. Congressman, I would like to just welcome the group this morning and to welcome you, Congressman, to Ashland. We are very happy that you are here. We hope your day will be pleasant. Anything that we can do, you just need to mention.

I am the regional director of this region and I think the scheduling of the program, Congressmen, has been laid out that Mr. Harry Brown will be the first person to testify. I think that vocational education is on at 10, if I am not wrong. Have you got it different, Congressman?

Chairman Perkins. No. We are just with you today.

Mr. Chattin. OK.

Chairman **Perkins**. All right. Let me say that I am proud of Kentucky's accomplishments in education. I am especially proud of all that has been achieved through the various Federal education programs.

Kentucky also has the same problems as many other States: declining resources, budget cutbacks, concerns about the quality of education.

This morning's hearing affords us a chance to hear firsthand from local people what is happening with our Federal education programs, including vocational education, compensatory education, child nutrition, and other elementary and secondary education programs. I hope we might cover such issues as how these programs are working and what needs are not being met.

As regards the title I, chapter 1 program, I understand that a number of school districts in eastern Kentucky and other areas will be losing 15 percent of their chapter I funds next year due to the change in census data used to calculate payments.

I want you to know that I am doing all I can to protect the programs in these school districts. I have been working hard for increased appropriations for chapter I. The House budget resolution assumes a $660 million increase for chapter I for fiscal year 1984. This would be a 21-percent increase for the program and would soften the loss of funds due to the census change.

The Senate last week passed an amendment concurring with this increase, but I must caution everyone that the entire budget resolution has not yet passed the Congress. In addition, even if a budget resolution passes, we will still need to enact appropriation bills to actually provide the money. And the President may veto bills with increased funding. But I am hopeful nonetheless.

You should also be aware that there is a movement in the Senate to attach an amendment to other pending legislation that would revise the title I formula to shift some funds to areas with low per capita income. Now this can be done in the U.S. Senate, but the issue has not come up in the House of Representatives at this time.

The Senate amendment would give somewhat greater payments to children in poorer States and somewhat lower payments to children in richer States.

Last, we have been hearing much discussion lately about how we can improve the quality of education. Three new reports have focused on this question and generated much discussion. I would be interested in learning the witnesses' views about some of the recommendations in these reports and other suggestions for improving education in this great State.

Our subcommittee heard testimony on these reports in Washington yesterday, and I was encouraged to hear the witnesses for all three reports recommend increased funding for education, including greater Federal funding. We will discuss these reports in greater detail later in the questioning.

Our first witnesses today are Mr. Harry P. Brown, Eastern Kentucky Educational Development Corp., and Mr William Friedeking, who is the chapter 1 director of Cabell County, W. Va. Both of you come around, and would you go ahead, Mr. Brown?

STATEMENT OF HARRY P. BROWN, DIRECTOR, EASTERN KENTUCKY EDUCATIONAL DEVELOPMENT CORP., ASHLAND, KY.

Mr. **Brown**. I would like to address the question of the Asbestos School Hazard Detection and Control Act, Public Law 96-270.

Asbestos has been used by man in many shapes or forms for over 2,000 years and today it is utilized in over 3,000 manufactured products, such as fireman's gloves, the brakes in our cars, and insulation. It is my understanding that this product is in many governmental buildings in this country and many homes as well.

I recently watched a KET [Kentucky Educational Television] program in which the topic concerned asbestos in schools. Two public health doctors, of which one is a specialist in determining causes of death from lung conditions, stated that they felt the seriousness of the situation in our schools is exaggerated. They stated that the mining and commercial manufacturing of asbestos products, along with mining of coal, would be injurious to persons working in that type of environment. But it represents very little danger to the consumer burning the coal for heat or the consumer using asbestos products for insulation in buildings and apparel. In doing autopsies on persons not associated with mining or commercial manufacturing, very few persons have been found with asbestos fibers in their lungs.

I would like to recommend that this program be studied further as to the seriousness to the user of asbestos in contrast to mining and manufacturers' dangers.

Once removal starts, there is no technology known to remove the fibers released into the air. I also question how we can remove 3,000 different asbestos products in this country without seriously affecting our economy further.

The most serious part of this problem is the costliness of just having experts test for the presence of asbestos; and if asbestos had been found and it must be removed, the local school district is being made responsible for payment of removal.

An example of this costliness is as follows: Gobbell, Hayes, Pickering, Wooster, Smith & Weis Architects submitted a bid for testing the buildings in the Webster County School District in western Kentucky. The quote was $6,600 for the tests. These tests concerned taking three samples in an area and for that one school district, it would take $6,600 for the three samples from any one building in any area.

Prestonsburg High School, one of our eastern Kentucky schools, paid over $100,000 for removal of asbestos from that school building.

It is my understanding the fibers, once released into the air, take 8 days to settle to the floor, without any air movement. What would be the effects of this on our children once it is determined that more than 1 percent of asbestos is in a room and it is determined friable and they attempt to remove it?

Chairman **Perkins**. Let me interrupt. You mentioned Prestonsburg. Mr. Goodling and myself and all the members of the subcommittee dealt with this issue in 1980. We passed a bill in Congress, but we have never been able to get it funded, and I was concerned with the Prestonsburg school at that time.

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The local communities just do not have the resources to remove this asbestos, do they, Mr. Brown? I say the local communities do not have the resources to remove it.

Mr. **Brown**. No, they do not. I would say that there is not enough money in the United States to remove the asbestos from all the products that are manufactured or placed in buildings today. They are in every governmental building, I will bet, in the United States that was built up until a certain time. They are in homes. You are just pecking at it, in my estimation, in the Environmental Protection Act in trying to get the schools, you know, to even come up with the money to remove that, but it cannot be done at the local level.

You have been in the position that you have promoted funding for eastern Kentucky and all the Appalachian area and still there is not enough money just to educate and feed children, and now we are beset with this problem of possible removal from many of our schools throughout eastern Kentucky.

They were built from the 1940's into the 1970's and that was when most of the building was done and most of this money came from Federal levels through your recognizing the condition of Appalachia, and the funding was made available at that time, and then these local school districts submitting their plans and the product that would go into the school building through the building and grounds authority and being approved at that State level to use that asbestos at that time those buildings were being built. Yet, it comes back to the local level now when they find that there is a danger or a supposed danger to remove it from all our schools.

Our superintendents, of which I represent 35, all through eastern Kentucky down through southern Kentucky and some schools in western Kentucky, all these people are really wondering where the money is going to come from because they are going to have to, by June 28, have this testing completed and post in their building that there is an asbestos product there warning the workers, the custodial staff and the teachers, that they are working in a dangerous environment.

Of course, I question how dangerous that environment is. I think it might be more of a danger when they start removing all these fibers and it is going to be prevalent in the atmosphere.

There is no possible technical way right now of removing it. If it takes 8 days for one fiber to settle to the floor without any air movement, it might be in there for years after they try to remove it. You cannot even see it. It has to be tested with a polarized light. It is that small. It is almost the size of bacteria, I guess.

So what I am here today for is to see if it is all that necessary to remove this material, No. 1, and if we do have to remove it, where are these funds going to come from?

As you know, all the coal miners in eastern Kentucky, or a great number of them, are unemployed, and the only meals that they are able to get are at their school breakfast and lunch programs which you Congressmen have provided to these schools throughout the Appalachian region, and then we come and we have to spend thousands and hundreds of thousands of dollars to start removing asbestos, and you do not know whether you have got a good thing by removing it or not, in my mind.

Chairman **Perkins**. Go right ahead.

Mr. **Brown**. My recommendation would be to rescind this EPA regulation for the protection of our children. My fear is for the children to be subjected to breathing these fibers that will be discharged into the air following the removal of asbestos in their schools, where these fibers will be present for several years. If you feel the present EPA regulation should remain in place, we seek your help in the funding for the removal of asbestos.

There is a question as to why local school districts should be burdened with the financial responsibility for the testing and removal of this asbestos material. Many of these buildings were built with either Federal or State money, only after specifications and types of materials were approved by the building and grounds of the State department submitted by architects representing the local school district.

If removal is necessary, there are many local districts here in eastern Kentucky unable to procure money at the local level to pay for this removal.

I thank you, and are there any other questions you would like to ask?

[Additional material submitted by Harry Brown follows:]

4 April 1983

4-6-83

Mr. Harry P. Brown, Director
EKEDC
P. O. Box 1269
Ashland, KY 41105-1269

Dear Mr. Brown,

If the EKEDC Schools want to arrange group inspection/sampling as we discussed today, LAPE ASSOCIATES and TAKA Asbestos Analytical Services offer the following:

INSPECTION: Inspection of school/buildings for friable material and sampling of same.

Two person inspection team $55/hour
NOTE: a typical school should require 3 hours or less to inspect/sample.

Travel: $.20 per mile.

Travel time @ $30.00 per hour, with one-half hour travel each way deducted.

LABORATORY: Analysis of samples for the presence of asbestos. $14.00 per sample.

ABATEMENT: We can provide complete plans, specifications and supervision for the abatement of any asbestos material found.

The price for each service is separate and you may elect to use either or both services as described.

We look forward to hearing from you.

Sincerely,

Bonnie Lee Harris

Bonnie Lee Harris
BLH/es

Bonnie Lee Harris, recognized by EPA Research Triangle Institute as proficient in the determination of Asbestos via polarized light microscoy (plm), has been a student of microscopy since 1978. While working with Olympus Corporation she completed courses in Basic Microscopical Methods, Photomicrography, Advanced Microscopic Methods and Polarized Light Microscopy. Other studies include the McCrone Research Institute course in Forensic Microscopy, New York Microscope Society course in Basic Microscopy, New York Microscope Society course in Slide Preparation Techniques, and E. Leitz' course in Polarized Light Microscopy. For both Olympus and E. Leitz she demonstrated the equipment which is used in asbestos determination, and she was part of the planning of an Asbestos Identification Course taught in conjunction with the Forensic Science Department at the University of New Haven.

Ms. Harris has been trained to do asbestos inspection and sampling by individuals who teach inspection and sampling through seminar programs. She performs inspection and sample taking for schools in New York and Kentucky, and has assisted/consulted other local school officials and maintenance personnel on inspection, sampling and record keeping techniques.

A member of the New York Microscope Society and the New York Academy of Sciences, she is currently performing consulting services in conujunction with Lape Associates.

TAKA

ASBESTOS ANALYTICAL SERVICES

PROFILE

TAKA **Asbestos Analytical Services** is specifically organized to offer asbestos analytical services. It was organized by the owners of Thomas A. Kubic and Associates Scientific and Forensic Consultants. This analytical consultanting company has been doing business since 1979, and offers analytical consulting in Chemistry, Toxicology, Pharmacy, Biochemistry, Microscopy, Chemical Engineering, Material Science and Law. A separate division of the Company, Thomas A. Kubic and Associates Electron Microbeam Analysis Group (EMAG) supplies consulting services with the high technology analysis of Scanning and Transmission Electron Microscopy, Microbeam Analysis and X-ray Diffraction.

TAKA as well as **TAKA EMAG** specializes in microanalysis by **microscopal methods.** The **TAKA** staff have been performing asbestos analysis for over ten years prior to the incorporation of **TAKA.** **TAKA** participates in EPA proficiency testing, and staff members teach courses in asbestos analysis in conjunciton with local universities. (see accompanying brochure)

Thomas A. Kubic and Associates is an **analytical chemistry laboratory.** A partial listing of analytical equipment and techniques employed includes: Scanning Electron Microscopy, Transmission Electon Microscopy, Energy Dispersive X-ray analysis, Gas Chromatography, Thin Layer Chromatography, Infrared Analysis, Fluorescent and UV Analysis. In addition, the following types of **Optical Microscopy** are routinely employed to solve technical problems: brightfield, darkfield, phase contrast, **polarizing light microscopy (PLM),** modulation contrast, brightfield and darkfield vertical illumination, fluorescence, comparison microscopy and photomicrograph.

what the new "asbestos law" requires school officials to do.

and how TAKA can help them do it.

AUTHORITY AND REASONS

The Environmental Protection Agency (EPA) under authority of the Toxic Substances Control Act has issued regulations concerning schools. Asbestos, widely used in school buildings from 1950 to 1973, for fireproofing, insulation, and acoustic purposes, is considered a serious health hazard and must be identified and controlled in schools.

REQUIREMENTS

Basically, EPA's regulations for schools require the following:

1. **INSPECTION** - locate any friable material in the school.
2. **SAMPLING** - if friable material is located samples must be taken.
3. **ANALYSES** - the samples must be analyzed by a competent laboratory employing EPA's required method.
4. **NOTIFICATION** - if asbestos is identified the proper notification must be made to employees and parents.
5. **RECORD KEEPING** - The EPA has promulgated the requirements for recording the school agency's actions.
6. **COMPLIANCE** - The above rules became effective June 28, 1982, and education agencies must comply with all portions by May 27, 1983.

ADDITIONAL INFORMATION

Definitions (See Reference No. 1)

"ASBESTOS" means the asbestiform varieties of: crysotile (serpentine); crocidolite (rebeckite); amosite (cummingtonite-gunerite); anthrophyllite; tremolite; and actinolite.

"ASBESTOS CONTAINING MATERIAL" means any material which contains more than 1 percent asbestos by weight.

"FRIABLE MATERIAL" means any material applied onto ceilings, walls, structural members, piping, ductwork, or any other part of the building structure, which, when dry, may be crumbled, pulverized, or reduced to powder by hand pressure.

INSPECTION: Look for and touch suspicious materials. No specialized technical training is required.
(for details, see Reference No. 2 Chap. 4)

SAMPLING -if friable material is found, at least three samples must be taken at each area.
(for details, see Reference No. 2, Chap. 5)

ANALYSIS - EPA has recommended methods of analysis and has established a list, which includes TAKA, of cooperating analytical laboratories.
(for details, see Reference No. 2, Chap. 6)

"NOTIFICATIONS AND WARNINGS" are required if asbestos containing materials are identified.
(for details, see Reference No. 1, 763.111)

"RECORDS KEEPING" EPA has detailed record keeping requirements.
(for details, see Reference No. 1, 763.114)

REFERENCES:

1) Federal Register Volume 47, No. 103, May 27, 1982, P. 23370.

2) "Asbestos Containing Materials in School Buildings: A Guidance Document" Part I (EPA No. C 00090). Copies can be obtained by calling 800-424-9065.

SUMMARY

All school agencies should, by May 27, 1983,

1) Acquire the recommended reference material from EPA,

2) Inspect and Sample where necessary,

3) Have samples analyzed by a competent laboratory,

4) Report hazardous conditions,

5) Keep the required records.

TAKA is capable of assisting you in the technical areas of your compliance with these regulations. If more information is required, please call the phone number listed below.

TAKA
ASBESTOS ANALYTICAL SERVICES

P.O. BOX 208
GREENLAWN, N.Y. 11740

(516) 261-2117

**GOBBELL
HAYS
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ARCHITECTS•ENGINEERS•PLANNERS

January 26, 1983

Ms. Melba Casey, Director
West ~~Tennessee~~ KY Educational Co-op
Special Education Building
Murray State University
Murray, KY 42071

Dear Ms. Casey:

Thank you and the Association for inviting us to address your meeting last Saturday. Enclosed is our fee proposal for the 12 school systems who requested cost information as a group. Also attached is a Statement of Gobbell, Hays, Pickering, Wooten, Smith & Weiss credentials, and a brief explanation of the problems proven to be associated with asbestos-containing materials.

We appreciate the opportunity to present this proposal, and hope that it is well-received by the group involved. We look forward to the chance to work with each of the schools, as well as the Association.

If the group proposal is acceptable, we will meet at your convenience with the liaison individual or committee selected to represent the group to schedule the work as soon as possible. If you have any questions, please call me in Memphis at 901/726-0810.

Sincerely yours,

GOBBELL, HAYS, PICKERING, WOOTEN, SMITH, WEISS, INC.

Wayne Tansil

Wayne Tansil
Manager - Asbestos Section

WT:mt

GOBBELL
HAYS
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SMITH
WEISS

ARCHITECTS•ENGINEERS•PLANNERS

NAME: Ms. Melba Casey
SCHOOL: West Kentucky Educational Co-op

DATE: January 26, 1983

1. A. Gobbell Hays, Pickering, Wooten, Smith & Weiss personnel to thoroughly examine each building in each of the 12 school systems listed for visual identification of suspect asbestos-containing material.

   B. Gobbell, Hays, Pickering, Wooten, Smith & Weiss personnel to examine building plans and specifications for asbestos-containing material specified in areas not accessible or visible.

   C. Gobbell, Hays, Pickering, Wooten, Smith & Weiss to provide written report detailing location, type, and friability of suspect material.

   D. Gobbell, Hays, Pickering, Wooten, Smith & Weiss to design recommended testing plan for bulk and air analysis.

FEE: $40,127.50 total for the 12 school systems on an individual basis

OR

$36,742.50 total for the 12 school systems as a package

Individual prices are attached

2. A. Gobbell, Hays, Pickering, Wooten, Smith & Weiss to administer sample collection and sample analysis.

   B. Gobbell, Hays, Pickering, Wooten, Smith & Weiss to provide written report intercepting sample analysis data and recommending an abatement program.

   C. Gobbell, Hays, Pickering, Wooten, Smith & Weiss to provide consultation for establishing priorities. This will include presentations to school board, parent groups, etc. as desired by the client.

The fee for Item 2 will be a fixed fee determined after completion of Item 1. After completion of Item 1 and prior to commencement of Item 2, the fee for Item 2 will be quoted for approval. The cost for Item 2 is, of course, entirely dependent on the nature of materials identified in the building examinations. Sample collections should be done in unoccupied areas, if possible.

Unit Costs for Sample Collection and Lab Analysis

Technician to Collect Samples	$20.70/Hour
Per Diem	$50.00/Day
Mileage or Air Travel and Auto Rental at Actual Cost	$ .35/Mile
Bulk and Air Samples Laboratory Analysis	$46.00/Sample (for Samples 1-20)
	$40.25/Sample (for Samples 22-99)
	$34.50/Sample (for Samples 100-N)

3. Gobbell, Hays, Pickering, Wooten, Smith & Weiss will prepare plans and specifications as required to receive competitive bids for implementation of the asbestos abatement program as approved by the Co-op.

   This fee may be negotiated after completion of Items 1 and 2. We will reduce our base fee for preparation of plans and specifications and contract administration from 10% of the contract price for individual contracts, down to 9% of the total contract price for all schools as one bid package. This represents the largest potential savings for all schools involved.

COUNTY	INDIVIDUAL BASIS	PACKAGE BASIS
Providence	$1500.00[1]	$1000.00
Union	2165.00[2]	2000.00
Trigg	1322.50[3]	1322.50
Crittenden	2200.00	2000.00
Livingston	2317.50[4]	2317.50
Mayfield	2640.00	2400.00
Ballard	3080.00	2800.00
Christian	4400.00	4000.00
McCracken	5720.00	5200.00
Marshall	2902.50[5]	2902.00
Todd	5280.00	4800.00
Webster	6600.00	6000.00
	$40,127.50	$36,742.50

[1] Increase is proportionately higher because of certain basic survey costs regardless of school size.

[2] Previously quoted fee which could afford a measure of savings when included in the package.

[3] Previously quoted fee for work remaining.

[4] Previously quoted fee which had no room for reduction when included in the package.

[5] Previously quoted fee calculated based on incorrect number of buildings, which we we did not raise because it was apparently our error.

**GOBBELL
HAYS
PICKERING
WOOTEN
SMITH
WEISS**

ARCHITECTS•ENGINEERS•PLANNERS

ASBESTOS: THE PROBLEM

Asbestos is a naturally occurring mineral that separates into fibers. The mineral rock is mined and then milled for commercial use. Asbestos fibers will not burn and have good heat and sound insulating properties. Because of these qualities, it was widely used in all types of buildings across the country. Unfortunately, deteriorating or damaged asbestos building materials can release fibers into the air.

Asbestos presents a serious health hazard when people are exposed to airborne fibers. Such exposure has been conclusively linked by medical research to asbestosis (a chronic and debilitating lung disease), lung cancer, lung tumors (non-malignant), and mesothelioma (a rare and fatal cancer of the chest and abdominal lining). Fibers much smaller than the naked eye can see are responsible for these diseases. Children appear to be more susceptible than adults to these health problems. Long latency periods of 20 years or more after exposure are usually, though not always, associated with these illnesses.

Legal liability as well as obvious moral responsibility exist for the building owner if a proper and professional asbestos abatement program is not instituted. Owner liability can extend beyond student, teacher, and staff to the asbestos removal laborer if proper plans, specifications, and safety precautions are not used. Proper plans and specifications can also produce the lowest abatement price through competitive bidding for the abatement contract. A competent and experienced architecture/engineering firm that specializes in asbestos abatement design can provide plans and specifications that will protect the Owner and procure the best price for the work.

Abatement, whether removal, ecapsulation, or enclosure, is a problem requiring new technology to solve. Extensive measures are taken to prevent contamination of non-work areas, and sophisticated procedures are used to protect workers during the performance of their duties. Many options and techniques are available for dealing with this problem, and priorities can be established after enough data is collected. Asbestos can be dealt with safely, and professional expertise and care are vital components in the total process.

Asbestos upsets immunity to disease, study shows

By DANIEL Q. HANEY
Associated Press Writer

BOSTON — The unusually high cancer rate among people who work with asbestos may be caused by a disruption in their natural defenses against disease, a study shows.

Doctors from Massachusetts General Hospital in Boston discovered an imbalance in the disease-fighting immune system among workers who had been exposed to asbestos for many years.

Their discovery, they say, may make it possible to predict which people are likely to develop asbestos-related diseases.

The most common hazard of long exposure to the insulation is asbestosis, a scarring that makes the lungs rigid and hinders breathing. It also increases the chances of lung cancer and mesothelioma, a cancer of the lining of the chest wall.

Asbestos has long been used to insulate buildings and pipes, but its effects on health were not recognized until the 1960s.

About 16,500 people have filed lawsuits against the Manville Corp., the nation's largest asbestos maker, claiming health damages. The Denver-based company filed for reorganization under federal bankruptcy laws in August and said paying off all the suits could drive it out of business.

The latest study, directed by Dr. Leo C. Ginns, was published in the January issue of Clinical and Experimental Immunology, a British medical journal.

The doctors studied 40 pipefitters, boilermakers and insulation workers who had been exposed to asbestos on the job for many years, and compared them with 40 people the same age who had not worked with asbestos.

The study found lower than usual amounts of a kind of disease-fighting white blood cell in the asbestos workers. The longer they had worked with this material, the greater the deficiency.

"One possibility is that the changes result from asbestos exposure and then are one of the factors that lead to a heightened incidence of cancer," Ginns said in an interview. The changes in the victims' immune systems also could have been caused by their lung disease, not asbestos, he said.

In their study, the Boston doctors measured levels of white blood cells called T-cells. Among the asbestos workers, they found reductions in two kinds of these cells: suppressor cells, which reduce the body's production of disease-fighting antibodies, and killer cells, which destroy cancer.

Other reseachers have noticed that asbestos workers have increased levels of a kind of antibody that attacks healthy tissue.

The doctors said the immune disruptions did not appear until people had been exposed to asbestos for at least five years.

Long-time exposure to the insulation does not always mean lung troubles. Two patients in the study had extensive contact with asbestos but had normal immune systems and X-rays.

Chairman **Perkins**. Mr. Goodling.

Mr. **Goodling**. First of all, I want to say that when you say our chairman has fought hard to bring things to eastern Kentucky, then I will have to guarantee you that that is an understatement because——

Mr. **Brown**. I have known him ever since he first ran for office.

Mr. **Goodling** [continuing]. No one fights any harder than our chairman here.

When we were working on this legislation, the chairman, myself and others had some real reservations about it. It was being pushed by a few new young people on the committee. At the time, of course, we were encouraging them to think the situation through to make sure they knew exactly what it was they are doing. As the chairman says, we do not control the Appropriations Committee and they have not seen fit to appropriate funds that our legislation said were to be appropriated.

So I think when I go back, the first thing I will do is tell EPA that they had better give us some breathing time because we really do not know what we are doing, nor do we know how we are going to pay for it.

Mr. **Brown**. I really question—you know, this one health doctor. He says of all the people he had done autopsies on, there are very few of them that have asbestos fibers in their lungs unless they were in the mining and manufacturing of the substance.

So I just feel that if we put all this into the atmosphere from these schools that these kids are going to come back in the fall, and I have no reason to believe that they can get all those fibers out of there if it takes 8 days for one to settle without any air movement at all, and that came from laboratories. So I feel that there might be more danger trying to remove it than there would be to leave it in there and take the loose pieces out that are actually dripping, like, a hanging situation. You might remove those but——

Mr. **Goodling**. Five years from now they will tell us there really was not a danger after all. There will be something else that will be dangerous.

Mr. **Brown**. When you start pulling ceilings and walls and still you have got asbestos in the tile on the floor and they are not going to touch that and the people are going to cover it up if they do not have the money to remove it.

Chairman **Perkins**. Mr. Boucher, how about this problem over in southwest Virginia?

Mr. **Boucher**. Well, Mr. Chairman, I am just becoming acquainted with the problem, and I have not heard from any of my school districts concerning it yet. I gather from your testimony, sir, that there are really two aspects of the problem. First of all, you don't have the funds to do the testing that is presently required, and then the funds are apparently not available to remove the substance even after testing.

Mr. **Brown**. The removal is the big cost.

Mr. **Boucher**. What would it cost you to do the testing to comply with those requirements?

Mr. **Brown**. I have—well, I thought I had the letter of one of the bids here, but I do not. Here there is one from Gobbell, Hayes, Pickering, Wooster, Smith and Weis architects and they are reply-ing to Ms. Melba Casey of the Western Kentucky Educational Cooperative. That coop is similar to the one that I am director of.

They wanted $40,127.50 total for 12 school systems on an individual basis, or $36,742.50 total for 12 school systems as a package. Individual prices are attached. They want $20.70 an hour for a technician to collect samples. They want $50 a day per diem for him. They want 35 cents per mile to pay travel.

Vault and air samples, laboratory analysis, $46 a sample for samples 1 to 20. Say, in this room here they took three samples, then they go in another room and take three samples, and they charge $46 a sample now. They want $40.25 per sample for samples 22 to 99 samples, $40.25 for 22 to 99 tests. They want $34.50 for samples of 100 or more. So that is just for testing.

Mr. BOUCHER. Let me just ask one clarifying question. You indicated that those prices were with regard to 12 school systems. Now by a school system, are you referring to individual buildings, individual schools?

Mr. BROWN. Sites.

Mr. BOUCHER. Individual sites.

Mr. BROWN. In other words, Paul Blazer here has a number of buildings for their high school, like a college campus.

Mr. BOUCHER. And that would be deemed to be one system?

Mr. BROWN. That is one site. Then they go in and take samples of that site, but you pay the mileage, per diem and——

Mr. BOUCHER. And these—is this estimate of $36,000 on the one hand or $40,000 on the other for all of the schools within a given county?

Mr. BROWN. Right. So I think we are really opening up a can of worms when we get into this asbestos thing as far as schools are concerned; that is the tip of the iceberg. If you do the same thing in Washington, D.C., you might add a few more billion to your budget this year.

Mr. BOUCHER. Well, it sounds like a genuine problem, and I thank you. That is all I have.

Mr. GOODLING. We are exempt from all of our rules.

Chairman PERKINS. Thank you very much, Mr. Brown.

Mr. BROWN. Thank you very much.

Chairman PERKINS. Then we will hear from the gentleman from West Virginia on title I, but before I do that, Mr. Rahall signed a letter yesterday he wanted me to read. It is addressed to me.

> Thank you for extending an invitation to me to join with the subcommittee during its hearings on Friday, May 13, 1983, in Ashland, Ky. Due to a previous commitment in my district, I will be unable to attend the hearing. However, by way of this letter, I would like to introduce and commend the following individuals from my district who will appear before your subcommittee: On behalf of John Anderson, Superintendent of the Mingo County Board of Education; Cecil Hatfield, Director of Vocational Education; on behalf of Dr. Garth Errington, Cabell County Public Schools; Bill Friedeking, Chapter I Director; David Groves, Director of Vocational Education; Phyllis Argabrite, Internal Auditor. I am sure the testimony of these individuals will enhance the subcommittee's hearing record.
>
> Mr. Chairman, your diligence in the area of vocational education, elementary and secondary education, Chapter I and school lunch programs is greatly appreciated by all involved in the advancement of education in the United States.

With warm regards I am,

Sincerely,

Nick J. Rahall II,
Member of Congress.

Go ahead, identify yourself.

STATEMENT OF WILLIAM FRIEDEKING, CHAPTER I DIRECTOR, CABELL COUNTY, W. VA.

Mr. Friedeking. I am Bill Friedeking, director of ECIA, chapter I in Cabell County. Previous to the ECIA, I was Director of the ESCA. This will be the third hearing I have attended. If you will remember, we met in Lexington several years ago.

Chairman Perkins. Yes, sir.

Mr. Friedeking. I am here, and I wrote you a letter this year concerning the situation on the funding cut——

Chairman Perkins. Would you talk just a little louder so everybody can hear you?

Mr. Friedeking. I will try to.

In West Virginia 38 or 55 counties are taking a 15-percent cut in Chapter I funds. My program alone went from $1,040,000 to around $880,000. I did not go into it exactly. And because of this we have had to release five people for next year's program.

Since I have been the director, we have had to release all of our home-school coordinators who did the social services program for poor children because of fund cutting. They would supply clothing, sometimes food and various things, transportation to doctors, dentists and so forth. That phase of our program has been totally phased out because of fund cutting, and this will affect next year at least 1,000 or 1,600 children, maybe more.

I feel that——

Chairman Perkins. Loss of teachers likewise?

Mr. Friedeking. No, sir, we have not lost any teachers yet, but we feel this is coming next year. We will start losing—the law says we have to lose support staff before we lose instructional staff. Cabell County has always gone to instructional staff teachers only. We had some aides, but we figured the teachers were important in instruction to the children; as you will see in the proposal you have, the sustained effect and evaluation of our program.

But we feel the teachers are more important, but next year it looks like we will start losing teachers. Another cut—from what we could understand, it looks like a possible cut next year. If we take another 15-percent cut, we will lose five or six teachers, and I don't know what that will do to our program.

We feel privileged to be here, and we would just like to see some help. As I said, I have written Congressman Perkins and all the West Virginia Congressmen and Senators, and we have heard from some of them and others we have not. We did receive a letter from Congressman Perkins.

We have good programs in West Virginia, as you know, and I am sure they do in Kentucky. In fact, Chapter I is the one program that has proven itself nearly totally as far as success goes according to research bureaus that have studied it, and so forth.

As an example, in this sustained effect study, it was a study of the children that had been in our program—reading program grades 1 to 4. Our reading supervisor did this study last year. She went to the children that have been in the program that are in grade 6 and they have always showed either improvement above or at grade level. They have not, or very few of them have gone backward as far as education is concerned. This is one way to show that we are successful on our program.

NCE gain was nine which we said the children last year showed an average of nine NCE gains. I cannot get into the technicality. I do not think anybody can explain it except the people that wrote it up, but from what I understand, the average gain of NCE per child should be in a chapter 1 program that is in an ineligible school will gain one NCE where our children have gained nine NCE's, a nine NCE gain.

I think we have a good program. I think the Nation has a good program, and I hate to see the poorer States, like West Virginia right now is one of the leading unemployed States in the Union. We get hurt more and more by these fund cuttings.

This is a situation that we would like to see something happen to help these poorer States out like what happened last year when you had to fund extra money for the richer States that got hurt last year. That is basically my testimony.

Chairman PERKINS. We hope there may be some way, but we do not want to build up anybody's hopes. Judging from the people that will benefit because of the census change, I do not think we can. We have always been able to handle it in the House since 1975, but from your point of view, the Senate is a different situation.

As your Senators come along with this income factor and join up with other Senators, they can add this to a Senate bill. I think we may be able to hold it in conference and accept a provision to let everybody stay in the vicinity of where we are today, fundingwise. This would be beneficial to the poor, rural areas of the country.

That is what we have got in mind to try to salvage this thing, and you may be able to help us tremendously with your Senators from West Virginia. Everybody has to be educated in Congress. Carl Perkins has to be educated every day, and there is not anything wrong with letting people know and what is the best interest for your areas.

Mr. FRIEDEKING. At our statewide meeting of our directors this year, we decided that most directors would write their Senators and Congressmen. Now whether they have or not——

Chairman PERKINS. Mr. Jennings and the minority staff will let you know by letter what this means and the type amendment that is necessary. I think the amendment will float in the Senate; we are trying to get the Senator from Arkansas to offer it. I do not know what the outcome will be, but we are working on it.

Mr. FRIEDEKING. Thank you, sir.

Chairman PERKINS. Is that all you have to say?

Mr. FRIEDEKING. Yes, sir.

Chairman PERKINS. Mr. Boucher, Mr. Goodling?

Mr. GOODLING. Only to say that I would agree that title I—there are a few programs that we got involved in that worked well, some that have not worked very well. Title I probably worked well because we gave you a little more flexibility on the local level as to how you run the program. Part of your problem is the census problem, I understand?

Mr. FRIEDEKING. Yes, sir.

Mr. GOODLING. As the chairman says in the Congress, it depends on who has how many representatives. One man, one vote, has changed things somewhat. I am not sure for the better, but it has changed things. I will certainly work with the chairman to see what we can do. My State would be in the same boat.

Chairman PERKINS. Mr. Boucher?

Mr. BOUCHER. Part of your problem, I think, is the census problem, but as I understand your testimony, were you not also saying that the decrease in appropriations for title I programs has caused some difficulties as well?

Mr. FRIEDEKING. Yes, sir. That is the one complaint we have had, not complaint, it is an actual fact. There has never been an inflation index in our funding. So as the State gets raises that makes us lose people because we keep on the same funding basis. That is part of it, but with a 15-percent cut, this is for some—we have actually taken a 15-percent cut for next year's program.

Mr. BOUCHER. That 15-percent cut arises from a census basis problem?

Mr. FRIEDEKING. A 1980 census basis problem which would be taken now which is the opposite problem as far as poor people.

Mr. BOUCHER. Thank you.

Chairman PERKINS. Mr. Boucher just came on the committee this year from southwest Virginia. His district is in the same situation.

All right, our next witnesses have come around, the group of you. Superintendent John Brock from Rowan County, come around, Mr. Brock. Sit right there at that table.

And Mr. Prichard, Robert L. Prichard from Lawrence County, come around. Take your seat right next to him, Mr. Prichard. And Jack Webb, superintendent, Greenup County, come around. Come on around, Mr. Webb. And then we have a superintendent from Elliott County, Eugene Binion, come around and have a seat right there. And James Reed, superintendent of Morgan County, is here.

All right. I guess that is about all we can get around the table at the present time. Is Felici here? There you are. And E. P. Grigsby is not here yet.

Well, all right. We will start first with Mr. Brock from Rowan County. Go ahead, Mr. Brock. Glad to welcome all of you here this morning.

STATEMENT OF JOHN BROCK, SUPERINTENDENT, ROWAN COUNTY, KY.

Mr. BROCK. Thank you. I have Billy James, our Federal program director, with me this morning.

Chairman PERKINS. You go right ahead in any way you want to handle it, Mr. Brock.

Mr. BROCK. After I have a prepared statement, he will have some comments to make concerning our youth work program.

Chairman PERKINS. Talk just a little louder so everybody can hear you.

Mr. **Brock**. All right, sir.

Congressman Perkins and other members of the Subcommittee on Elementary, Secondary, and Vocational Education, I appreciate the opportunity to appear before you this morning to speak on issues of great interest to me and certainly of great importance to the citizens of Kentucky and our Nation.

I am John Brock, superintendent of schools in Rowan County, which is located 60 miles west of here. You have been kind enough over the years to always give us the opportunity in eastern Kentucky to voice our opinions and to involve us in the Federal Government's involvement in education. This is, we believe, as it should be, and we certainly appreciate the opportunity. My statements are more philosophical in nature instead of concerning specific cuts.

Eastern Kentucky, as we all know, has not been blessed with enormous wealth. The fact that we are a poor region economically and that fact that an equal educational opportunity depends so heavily upon wealth is one of the reasons the Federal Government's assistance is of such great importance if we are to be in the mainstream of our Nation in the field of education.

Recent surveys have shown that Kentucky leads the Nation in the number of adults over the age of 25 who have not completed a high school education. I am sure you will hear that statistic quoted many times today. We are making great efforts to improve this condition but cannot do it alone. Recent upgrading of requirements by Superintendent Barber and the State Board of Education will no doubt be an asset in the future.

Also, the commitment by all three democratic gubernatorial candidates that education is their No. 1 priority indicates the importance Kentuckians place upon education. Even though these intentions are commendable, I believe we will be unable to pull ourselves out of the educational slump we are in unless significant and increasing amounts of Federal dollars are forthcoming.

I will restrict my specific comments to the following areas: Chapter 1 grants, vocational education, school lunches and distribution formulas for Federal funds.

Chapter 1. The chapter 1 grants, formerly known as title I, are in my opinion essential to the school systems in Kentucky because they provide funds for remediation of educationally deprived students. In Kentucky with the limited resources we have, it will be difficult, maybe it will be impossible, for us to keep up with the rest of the Nation, much less catch up in the areas of remediation.

Since we now have the largest percentage of adults in the Nation who do not have a high school education, whatever caused this problem may still remain and will only be compounded in future years if something is not done to reverse the trend.

In my opinion, Kentucky must make a greater effort to keep up with the rest of the Nation, but the Federal Government must provide the funds to enable us to catch up. Chapter 1 grants tend to do this and without their continuation with increases, we may never be able to provide educational opportunities equal to that of many of our sister States and even certain school districts within our own State.

Vocational education. We have a vocational center located in Rowan County that was funded by ARC [Appalachian Regional Commission] funds. Without the presence of these Federal funds years ago, we would not now have this vocational center. Neither would many other school systems throughout eastern Kentucky.

We are all aware of the benefits and the necessity of having a good vocational program to train our young people for skilled jobs. We also know that the continuous upgrading of these schools and programs cannot and will not continue unless the impetus comes from the Federal Government.

School lunches. In Rowan County the percentage of students receiving a free lunch in recent years has been as high as 75 percent, with the present percentage being 61 percent. To decrease or in any way fail to make a commitment of Federal funds to our lunchrooms may deprive many of our students of the best meal, and sometimes the only balanced meal they receive all day. With the increased cost of labor and food, there must be an increase in these funds if we are to continue providing lunch and breakfast for these needy students.

Distribution of Federal funds. Much research has taken place in recent months and years concerning the quality of education throughout our Nation. The public view of our public school system at this time appears to be at its lowest point. We all share the need for a quality education. A quality education is a relative term difficult to define and has a different meaning for different people.

To provide a youngster with six hours of school a day with part of that being used for lunch, recess, athletics, and entertainment, and a teacher for each 30 pupils would be a quality education in the view of some people. For others a quality education would necessitate adequate buildings, adequate materials and supplies, very low pupil-teacher ratios, a teacher with a master's degree or higher, enrichment programs, and on and on.

My concern, however, in terms of the Federal Government's involvement is not so much quality education, even though this is important, but is that of equality of education. It appears to me that the charge of the Federal Government should be to see that a child from a poor State has an equal educational opportunity to a student from a rich State.

Due to the great diversity of wealth among our States this worthy goal is not possible without Federal intervention. Continuation of Federal funds that are allocated with greater portions toward poor communities is absolutely essential if we are to share this view.

I ask each of you to use your influence to see that youngsters who have little encouragement at home or who live in poor communities will have nearly equal access to their greatest chance for success in life, that being education. Thank you.

Now Mr. James will have a statement concerning our youth work program.

Chairman PERKINS. Without objection, the statement will be inserted in the record. Go ahead.

STATEMENT OF BILLY JAMES, FEDERAL PROGRAMS COORDINATOR, ROWAN COUNTY, KY.

Mr. **James**. I am Billy James, the Federal programs coordinator for the Rowan County school system, and I am totally unprepared for this. Mr. Brock sort of gave me a sudden responsibility upon leaving the car, but first let me say a word or two here, Congressman Perkins.

Last year we appeared before your committee over at the Paul Blazer High School, and we talked about our dilemma in chapter I programs and the lack of money, and I know that many times people get the idea that they come to these meetings and that their words are falling upon deaf ears. But since meeting at Paul Blazer High School with you last year and meeting with groups of people in Frankfort, we received an increase in title I moneys, and according to Dr. Barber at the State Department, Rowan County is one of the few schools that may not receive any cut in title I this year.

So I wish to take this opportunity to thank you and your group for helping Rowan County in that we were no more deserving than anyone else, but our dilemma was that we were not receiving the proper amount to begin with. So we wish to give you credit where credit is due.

I know that this is not the only time that you and your group have helped education in eastern Kentucky. You have been very generous with your time and your energy, and we wish to thank you for all your efforts that you have gone through over this number of years.

But let me get to the youth work programs that we have. It is our feeling that since the primary purpose of education is to prepare a youth to earn a living for himself and his dependents as an adult, we feel that the youth work programs have been—they have been very beneficial to formal education and to the youth of this area.

It gives them an opportunity for invaluable on-the-job training and an incentive to work by being paid and an opportunity to remain in school because they are earning money to help meet their needs.

People in eastern Kentucky do not want welfare. They want the opportunity and if welfare is the only thing that is available, then they have no other choice. Education offers the only lasting opportunity for the youth of this area. Thank you very much.

Chairman **Perkins**. Thank you very much.

Our next witness—we will go ahead and then we will have some questions—is Jack Webb, Greenup County. Excuse me, I missed Mr. Prichard, Lawrence County. Go ahead, Mr. Prichard.

STATEMENT OF ROBERT L. PRICHARD, SUPERINTENDENT, LAWRENCE COUNTY, KY.

Mr. **Prichard**. I am Robert L. Prichard, superintendent of Lawrence County Schools. I am here today for the purpose of requesting aid for Federal programs affecting education.

First, I would like to give you a background of my school district. Our district serves a rural county with a population of approximately 14,000 people. We have got the second largest geographical area of 425 square miles in the State.

Lawrence County school system has an enrollment of approximately 3,100 students in grades K through 12 and these students are served through five educational centers. So you can see how spread out we are. We have quite a bus transportation problem.

Lawrence County High School is 2 miles south of Louisa, Ky., and has approximately 800 students. Louisa Middle School—that is the town of Louisa, formerly the old Louisa High School, has approximately 725 pupils. Louisa Elementary School has approximately 850 in grades K through four.

Then we have Blaine Elementary School which is 22 miles west of Louisa and anyone that has been to Blaine knows the road conditions and so forth. Then we have Forestburg which has 282 students.

As you see, we have one county high school. Our students must travel quite a distance. Some of them 35 to 40 miles one way. Our first students, we have two that catch the bus at 5:30 each morning. Those are the first two we pick up. They get home at approximately 5:30 p.m. in the afternoon.

The average unemployment rate was 15 percent in Lawrence County in 1982. There are 558 families with income less than $7,500. We have 496 families that had incomes less than $5,000, and we had 240 families in Lawrence County who had incomes less than $2,500 in 1982. There were also 954 individuals above the age of 25 with incomes below the poverty level.

This present school year 65 percent of our students were on reduced lunch or free lunch. So you can see our students do not come from the wealthiest families, but they do come from families with a lot of pride and the desire to achieve.

In the school system we are in the process of establishing long-range goals. We have set a high priority on curriculum development with emphasis on reading and math. We are developing a plan for the use of computers in instruction. As everyone knows, the computer age is upon us. We have just gone through a survey to help establish a school effectiveness plan with a team from the State Department of Education in order to improve our schools in our district. But we realize that these goals are hard to reach with the cutbacks everyone is facing in education.

On April 6, I was informed that we should expect cuts of 15 percent on our chapter I funds in our district. Also, as with all school districts, we face the asbestos problem of having to survey, and maybe removal. I went through the survey yesterday. This is an additional cost.

Another problem is capital outlay money. Most districts need new buildings but our capital outlay has not been increased. I would like to say that thank goodness that Congress has consistently turned down the President's request to kill existing programs of Federal aid to education such as special help for the poverty area schools.

In our community, our lifeline is our vocational subjects. Yes, we are happy for the math and science scholarships. They have helped bring a lot of teachers to our area in math and science, but we still have major gaps in other subjects.

The majority of our students go into vocational fields and that is why I encourage it in our district. In our high schools they may select from nine vocational courses such as agriculture, business and office, home economics, health service, industrial arts, distributive education, auto mechanics and carpentry. At the present time we have modern, well-equipped shops and labs. With rapidly changing technology, equipment becomes obsolete very quickly.

Our tax base is 15 cents to $100 and besides that, as I am sure Congressman Perkins knows, he has worked mighty hard for it, we have 13,000 acres sitting in Lawrence County with no tax base at all coming from it. This is property purchased for the Yatesville Dam area by the Federal Government, and I feel that I am not only speaking for myself, I speak for many other school districts, when I say do all you can and please stand behind the programs, especially the vocational and the school lunch program because we need it bad.

Thank you.

Chairman **PERKINS**. Thank you very much. You made a good speech this morning.

Our next witness after Mr. Prichard, is John Webb, superintendent of Greenup County.

STATEMENT OF H. JACK WEBB, SUPERINTENDENT, GREENUP COUNTY, KY.

Mr. **WEBB**. Mr. Perkins, members of the committee, I am H. Jack Webb, superintendent of Greenup County Schools. I wish to thank you for giving me this opportunity to address issues concerning my school system.

We are a rural county with very little industry. We are very dependent on the State and Federal funds for financial support for our schools. We have a budget of approximately $8 million of which only 11 percent reflects local effort. Now this is in the form of property tax. Only 6 percent goes for operation, while 5 percent goes for the building fund to pay for the bonds and interest. Seventy-four percent comes from State sources, while 14 percent comes from Federal revenue. Over 33 percent of our children are economically deprived.

The purpose of my visit here today is to address the issues of the EPA mandates that have placed a serious impairment on my budget. These regulations deeply affect the educational programs in my rural school system.

The asbestos problem has been presented by Mr. Brown, and it has been mentioned by others here this morning already, and you will probably hear more in regard to this. My brief discussion on this matter is to reinforce their testimony and to request assistance so we may be in compliance to the Toxic Substance Control Act and also to prevent us from being fined up to $59,000 per day for failure to comply with this act.

I am not here to argue the question of the dangers of asbestos. I would never question the value of a child's life compared to a dollar value. The children are too precious to ever consider that. To me, asbestos is a problem like a disaster or a crisis, just as a flood or an earthquake. We are in a crisis situation I feel, and I truly feel that the Federal Government must step in and not only help with financial assistance but also in technical assistance as well to help alleviate this crisis.

Chairman **Perkins**. How many schools are affected in Greenup County, if you know?

Mr. **Webb**. I have 11 elementary schools, a vocational school and a high school.

Chairman **Perkins**. These were put in mostly during the 1960's?

Mr. **Webb**. Yes. Most of my schools were built in the 1950's and additions were added on in the 1960's. And as some of the others mentioned, we are in the area now of inspecting and having to analyze and everything like this. We are in a part of that area right now.

Chairman **Perkins**. And you do not have the local resources to remove that—if it is necessary for you to remove the asbestos, is that correct?

Mr. **Webb**. That is correct.

Mr. **Goodling**. Who does the inspection?

Mr. **Webb**. I was going to mention that a little later in my statement. We have a problem in regard to this, and as I was going to allude to, I have been in many, many meetings concerning this, and it seems like I am more frustrated now than I was a year or so ago. It seems like we try to find experts and in one meeting we were involved in, we could not determine what an expert was in regard to the asbestos, you know, and this caused us a problem also. We do not know where to look to or what to look to, and this is caused by the bit of our dilemma that we are in today.

Mr. **Goodling**. Well, my fear is that if you get the inspector and the repairman or the corrector working together, they would have a pretty good thing going.

Mr. **Webb**. Correct.

Mr. **Goodling**. Or could have a pretty good thing going.

Mr. **Webb**. Right.

The local school districts need direction in what to do, how to do it, and who should we get to do whatever needs to be done. And, as I have said, I have been in numerous meetings in regard to this, and, as I said, in one meeting we could not really determine what an expert was. Who can we really call on or trust to advise us properly on this?

We can all be ripped off and not even know until 10 or 20 years down the road, and we are sued by somebody and then we find out we did not have the proper people to take care of this. The legal aspects of this really boggles my mind. It is a definite problem.

Another concern I would like to address are some mandates that are being handed down by the Natural Resources and Environmental Protection Agency. This also is having a definite financial effect on my school system. The mandated ruling in regard to sewage and water treatment in the rural areas of the county places the school district in meeting requirements that have been heretofore addressed by other branches of the Government.

The mandate on sewage and water treatment provides a very narrow time line of correction without any known funding mechanism in order to make this correction. I am sure I speak for not only Greenup County but other school districts that are in the same predicament.

In the 1950's, when most of my schools were built, leech beds were placed in there and that was proper and correct and now they are asking us to build sewer plants, sewer treatment plants, plus leech beds and everything, and as I said, it is a very narrow time line that we have to do this, and where do we get the money to build these plants that is going to cost us over $30,000 or $40,000 apiece, and this is another thing that has been more or less dropped on us.

When I was a kid going to school in rural Greenup County, the path and the three-seater did the job, and when we filled that up, we just dug another hole and went on. But now progress has taken care of that and does not work too well.

Mr. GOODLING. That was the part of the school day when you had to go outside and bend.

Mr. WEBB. Right, the one-room school.

We are being asked to correct problems that have been heavily funded through other branches of government, but as a rural educator, I know of no funds for relief in the educational branch.

I ask for your consideration to provide a systematic approach to EPA mandates that will not erode what little local financial base that we do have in our rural school districts in rural America.

For the past 2½ years, we have heard much about local control, but with the deluge of mandates, requirements and regulations both from the State and Federal level, what it has left us—it has left us with less control and less and less money to control.

Moneys that must go toward education now must be used for sewage plants and for asbestos abatement. We feel we can handle the education of our young people, but we cannot handle the high cost of Government mandates.

I want to thank you, Mr. Perkins, for having us here today and thank the subcommittee. Past experiences reflect that you have taken action in a positive manner to protect our interests. The reduction of Federal fundings for our school districts has been cushioned considerably by your work. Thank you.

Mr. WEBB. I have with me Mr. Mullins, the Federal programs director, and Mr. Hildebrandt who would like to speak in regard to chapter I as well as the in-school program.

STATEMENT OF CHARLES MULLINS, FEDERAL PROGRAMS COORDINATOR, GREENUP COUNTY, KY.

Mr. MULLINS. I am Charles Mullins, Federal programs director of Greenup County.

You alluded to the vocational school at that time, and I might comment we had a good locally built shop which burned, and it so happened that Mr. Perkins happened to be in town the next day and he came by McHale High School and looked at our disaster with the fire and the ashes still hot, and we just passed a law about a year ago.

It says money available under the Appalachian Regional Commission Act that you could get a new school—a new building, new shop here. So we were about the second one, I think in the area of maybe the State to have one of the buildings funded under that act. So we appreciate that very much.

In 1973—I wanted to make some comparisons which would reinforce what our colleagues from West Virginia said. Greenup County has never had a reduction. We have never had a 15 percent reduction until this year. We were told, like Lawrence County was on April 15, that we would be cut under the present standards to 66 percent at 15 percent a year under the whole State provision.

But you talk about inflation and what it has done to us. In 1973, we only had a grant of $255,192 and we had less than $20,000 carryover money. At that time we were able to fund a program which included 41 full-time teachers, plus office staff of a secretary and coordinator and a part-, half-time kindergarten teacher.

Today, this year, before the cut, we are down to a total—including a 6/10 secretary and one person in the central office, to a total of 13.7 people and that is not—we have not received the cut yet. That is what inflation has done over the 10-year period. We have gone from 43 down to less than 14 employees in chapter 1.

It is obvious that we are not serving all the disadvantaged children. Now we have approved and as he indicated, our test scores will indicate to you that we have made enormous improvement county-wide in our achievement scores test-wide. We do not have as many children who are scoring below, way below national norms that we had 10 to 12 years ago, but we still have the need at this time even under our present standards that we are going by to serve better than 1,100 students for the next year.

Our enrollment has somewhat declined. At that time we were serving about 4,700 students. We are now down to a little over 4,200. We have had something like a 10 percent loss in population due to the change in population patterns and declining birth rate, but we still have enormous need and there are certain schools within the district, even though all of our schools are eligible, that have more needs than others.

So you can see that we have about one-third of the staff that we had 10 years ago to serve these children. At that time we were also like Cabell County rendering services including clothing and supplemental services. There is no way, of course, that we can do that today. We do help by trying to get out and service clubs and other people involved. So we have been warned about this and not that we could not have served a few more the last 3 years.

But in 1980, Don Hart, who is the State director in Frankfort, advised us that the way employment looked to be in Greenup County, well this was in the winter 1979 and 1980, that we would be starting to get, as soon as the census figures were available, the 15 percent a year cut, and he advised us to start trying to cushion for that.

So we did, and even with that, we had this past year—our grant was $386,025 and we had managed to build up $109,000—$109,000 in carryover funds and that gave us an amount of money that was available to us of $400,000 plus, and we left unbudgeted about $95,000 for this year.

In other words, we will have about that amount to work with, but in our budget for this year coming up, they told us to figure on a 15 percent cut, and maybe we will not get that from what they tell us if the Senate goes along. Maybe this will not happen to us, but figuring that it will, we were told to figure that we would have a budget or a grant for next year of $328,121.

Mr. Webb has decided to eliminate my position because he felt the services were needed more out in the schools for the children, and he felt that we were having some retirements, and he was going to combine jobs.

Chairman **PERKINS**. Tell us a little bit about the unemployment in the rural sections of Greenup County and about your layoffs in the new car factory and the unemployment there.

Mr. **MULLINS**. We are a rural community subsistent with farming, but something of a bedroom community because many of them do farm and then they go in and work at Armco or the C&O shop or they used to work in the steel mill and shoe factories in Portsmouth, Ohio.

Portsmouth has made iron and steel since the 1820's; 3 years ago the mill completely closed. When I was a child, it employed over 5,000 people. There is no one working in steel there. Everybody knows what has happened to Armco, and there is even a possible threat that they may close it. There is over 400, I believe, of our people laid off in the C&O shop.

Now when the—we had two periods of fairly good employment. One came after the energy crunch in 1973 and for a year or two then, everything went pretty well. It dropped off for a few years, and I don't have the dates but you are probably more aware of them even than I am, but then about 1979 we got into a period of prosperity again and they called people back at the car shops and they were making car hoppers, they were making things to haul coal in and so on, and we had good employment and everything was going fine.

You could not ask for something better. We had about a 2½- to 3-year period where we had high employment. Then all of a sudden everything fell out and our unemployment rate is better than 15 percent and has been as high as 18 percent. It has improved slightly. I think the most recent figure shows it was over 15 percent unemployment. Scioto County, across the river from us in Ohio, has over 20 something percent unemployment. So we are in a depressed area.

I was going to suggest one of the things in which—I think what you suggested is a better idea on the income level. I was going to suggest some type of averaging of employment rather than when the new law is passed, rather than going by a 10-year census because consistently we have had over the years a rather low—you know, high unemployment. We have had low income and high unemployment, and it just happens that when a census was taken in April 1980 it was boom time. The bottom then, about 1½ years later, dropped out of everything.

We have schools with as high as 70 something percent of free and reduced price lunches. I would say the majority of our schools have way over 50 percent of free lunches. So you can see what our problem would be.

What we will do in referring to our budget here, Mr. Webb feels that our obligation is for the children in the school so we will have two other supervisors who will absorb the Federal programs duties among ourselves so that this money can be used in the classroom. Even that will leave us with about—less than $50,000 carryover for the next 15 percent cut which would mean that beginning with the school year of 1984-85, we will have to start laying off additional classroom teachers.

So far, with attrition and changes in staffing, we have taken care of it without actually laying off people. We have had people retire and changes that way where this reduction is reported down to——

Chairman **PERKINS**. No new cars are being made in your new car factory in Raceland?

Mr. **MULLINS**. No.

Chairman **PERKINS**. And no coal? You have thousands of idle cars——

Mr. **MULLINS**. That is right.

Chairman **PERKINS** [continuing]. Because of the lack of demand of coal?

Mr. **MULLINS**. Nobody is working, that is correct.

So we feel that something must be done to stabilize the situation. We know that we are not going to go back to the way it was 10 years ago. I mean, we are not expecting that, but we do think that there is an obligation somewhere there for things to—to know at least what is going to happen, to have some stability in it.

The same thing is true with vocational education. We were one of the first to have one of the county extension centers, and we have at the present time better than 85 percent of our children in 11th and 12th grades involved in vocational education. We have eight programs at the vocational center and three at the high school. We think it is a wonderful program but our equipment is outdated.

We have got a business office program at the vocational center but they have no word processors, they have no modern equipment of any kind. We do not have that directive. That comes through the State, of course, but still the money is not there and a large part of that, I understand from Mr. Jack Webb, is from Federal funds.

So, our equipment is greatly outdated. We have nothing modern to work with there, and this is one of the things that we feel needs to be addressed somehow, that this could be improved because they are being trained for jobs in effect that do not exist. They are not getting the proper training due to the fact of not having the proper equipment.

We have very serious concerns about vocational education and also the upgrading of math and science. We do not feel there is any conflict between vocational education and college preparatory work, and we feel no reason why people should not have both, in effect. In other words, they can have vocational training and still prepare for college work at the same time. In fact, we think it would be the thing to do.

We feel that our national security and our survival and way of life depends on these, and I think most people in eastern Kentucky support a strong defense posture, but what is the purpose in building sophisticated weapon systems, ships and planes, when the people are out being educated and are not getting the education necessary to operate them and certainly the Armed Forces should not be in the business of educating people in the basics of science and technology.

So, to me, we feel that this is as important a part of national defense to have adequate education as it is to build the ships and planes and the weapon systems that we talk about and hear about in the paper because there is not much point in having ships if you do not have people to send to man it.

So we feel—and we would like to add our thanks for anything you can do in any of these programs and in math and science. We know that our teachers—our equipment in our high school laboratories are also outdated, and we would need new laboratory equipment and physics, the advanced science classes, math and sciences and the teachers need in service and we feel that some type of stipend or grant to something similar to what the youth have in——

Chairman PERKINS. We passed a bill recently—along with Congressman Fuqua and other members of the Committee on Science and Technology, we were able to get it through Congress. It will not solve all our problems but will be helpful. We have found that it is a real task to get Federal money in Washington today, but we are struggling and doing everything we can to assist the local school districts. Perhaps the Federal Government should become a better partner with the State and the local school districts to have a common pool of resources.

From the standpoint of finances, I think we stand 44th in the Nation today supporting public schools in Kentucky as compared with the rest of the Nation.

Mr. MULLINS. Our other concern, which perhaps needs to be addressed in education is the Handicap Act, and we could not offer it without UJB and meeting the standards, you know, the law of 94-142. We are quite concerned about what we feel are needless paperwork and time-consuming chores. We are in perfect agreement with the aims of the act but we feel somehow that we need relief from some of the administrative regulations and I do not know whether your committee can do anything about things like that or not.

Mr. GOODLING. We are working on it but let me tell you, they have such a strong lobby that if you were to try to change one punctuation mark you would have a march upon Washington.

Mr. MULLINS. That is really what is, I guess, our concern and we appreciate your help and we just felt of course that those great delays in paperwork take such an unfortunate amount of time for the teachers and principals, and they have even told us we have to have behavior observations, the speech therapists do, you know, this type of thing.

We have to have somebody to go out and have home instruction and have a behavior observation written up and these seem to be a little out of line, not reasonable at all. We still feel that that is the purpose of either 504 or Public Law 94-142.

[The prepared statement of Charles Mullins follows:]

Greenup County Schools
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H. JACK WEBB
SUPERINTENDENT

May 12, 1983

The Honorable Carl Perkins, Chairman
House of Representatives, Sub-Committee
on Elementary, Secondary and Vocational Education

Dear Sir:

In FY 73 the Title I grant for Greenup County was $255,192 and the carry-over from FY 72 was $19,246 making the total available $274,438. This amount allowed the Greenup County Board of Education to employ a coordinator, a secretary, six physical education teachers, two music teachers, eleven reading teachers, eleven librarian/reading teachers and eleven aides. This was thirty-one full-time professionals for a total of forty-three full-time employees.

In FY 76, with a grant of $246,769, we were able to maintain twenty full-time teachers, a coordinator and a secretary. This same number plus one aide was maintained in FY 78 with a grant of $301,323 plus $41,249 in carry-over money.

We were warned by Mr. Don Hart during the FY 80 year that with employment as high as it was in the Ashland-Greenup County area, that when the census figures became available that we would no doubt be getting a 15 percent a year cut in funds. When possible, without "lay-off" of any personnel, we have reduced staff in order to "build-up" carry-over funds to cushion the anticipated cuts.

The Greenup County grant for FY 83 was $386,025 and our carry-over funds was $109,732. The FY 83 project is budgeted for $400,367, including carry-over funds, with $95,390 unbudgeted to be used for carry-over. This allowed the Greenup County Board of Education to employ 11.5 reading teachers, 2.2 librarians, one coordinator/supervisor, eleven aides, and a .6 secretary. This is in contrast to the number employed ten years earlier.

We have prepared a tentative budget for next year, having been informed to prepare this based on a 15 percent reduction in funding. This would mean that our grant will be $328,121. This with our $95,390 carry-over will make $423,511 available. In order to further cushion the cuts and to maintain direct services to the children in the classroom, I am planning to abolish the coordinator/supervisor position and

and together with our two instructional supervisors take on the extra work that this position demands. After the elimination of this position, our budget for FY 84 will be $377,803 or $49,682 in excess of our grant. We would be maintaining $45,708 in unbudgeted funds, but a further reduction of 15 percent-we have been informed that our reduction for Greenup County according to census figures is to be 66 percent of FY 83 unless grants are increased-will give us a grant of $278,903 for FY 85. This would necessitate a further reduction in staff, as the total amount available would be $324,611 or $53,192 less than the amount necessary to maintain our present services for the FY 84 year.

Our reason for being is to provide the best possible education for all the children of all the people within the Greenup County School District. Due to a change in the population pattern and a declining birth rate, the enrollment in the Greenup County School system has declined approximately 10 percent during the past fifteen years. The contrast in the Title I/Chapter I staff during the past ten years indicates that we are able to serve less than half the number of educationally deprived children that we were able to serve ten years ago.

We have serious concerns about the funding for vocational education and the upgrading of mathematics and science in not only our school system but in the entire nation. We sincerely believe that our national security and the survival of our way of life depend upon upgrading these programs.

At Greenup County High School, we have an enrollment of 652 students in grades 11 and 12. The enrollment of 11th and 12th grade students at the Greenup County Area Vocational Education Center is 325 and the 11th and 12th grade enrollment in vocational agriculture, vocational home economics, and industrial education at the high school is 234 for a total of 559 students or 85.7 percent. Our concern is that the programs need updating, especially in equipment. The Business and Office program needs new machines including word processors. The other areas need equivalent updating of equipment and facilities.

We do not believe that vocational education and college preparatory education are in conflict. Many of the more capable students should be able to combine the two. One of our local goals is to increase the percentage of 11th grade and 12th grade students in advanced science and mathematics classes. We are encouraging students to become involved in advanced placement classes and hope that many will be able to take examinations for college credit.

We realize that we will need additional funds both for the inservice education of teachers and for better science and mathematics equipment and supplies, including microcomputers. We sincerely believe that it is a proper function of the federal government to assist in these areas. Our survival in a competitive world economic system demands it. Also, our ability to defend ourselves depends upon the military forces having personnel who are able to operate weapon systems that utilize the latest stage of the art in high technology.

It would be foolish to expend large sums of money for these systems including the ships and planes that carry them without well educated citizens from which the armed forces may recruit their personnel.

Our EHA-B grant was $79,576 in FY 83. This grant enables us to contract for evaluations of students, to contract for necessary psychotherapy for emotionally disturbed children, to provide needed educational materials and to employ eight teacher aides, four transportation aides, and a part-time special education coordinator.

We would be unable to comply with PL 94-142 and Section 504 of the Vocational Rehabilitation Act without these funds. We would like relief from the excessive requirement for paperwork and meetings, especially once the children are identified and placed. Many of these requirements seem to be administrative regulations not necessarily required by the laws. They require a disproportionate amount of time both of the teachers and principals and other required members of Admissions and Release Committees.

Regulations such as those requiring ARC meetings when the parents of a student present a physician's or physicians' statements requiring home instruction, or the reconvening of an entire committee to write an IEP for students continuing the same placement when the teacher and parent agree upon the educational program which does not change the basic program or require significant changes in expenditure of funds. This would be especially true in speech therapy.

Chairman PERKINS. Do you now have something else to say?

Mr. WEBB. Mr. Hildebrandt.

Chairman PERKINS. All right. Go ahead.

STATEMENT OF MIKE HILDEBRANDT, IN-SCHOOL PROGRAM COORDINATOR, YOUTH EMPLOYMENT AND TRAINING PROGRAM, GREENUP COUNTY, KY.

Mr. HILDEBRANDT. Thank you for giving me some time, Mr. Perkins.

I am Mike Hildebrandt, the youth employment coordinator for Greenup County Schools. I have worked as coordinator for the in-school youth employment training program since 1979. I have also worked and am working this summer again as summer youth coordinator for Greenup County.

I testified before you, Congressman Perkins, in 1981 and I have with me a photograph album to give you being that you took my other one when I was up there. I thought this time I will give it to you, and it shows some of the worksites that are used, participated in, letters of recommendation from the worksite supervisors.

One of the major problems of course with—that we face is the jobless rate, the 11.3-percent adults and the youth unemployment of 25 percent. The YETP, that is the youth employment training program, in-school section, is one of the most effective ways of combating youth unemployment by, one, keeping them in school; two, training them for the world of work.

In my program, I have worked with 227 youths. One child dropped out at age 19 to join the U.S. Army, received his GED in service. The other 226 students have graduated from high school.

I worked a few years ago with an adult CETA training program. I worked about 3 years. During that timespan that I worked both programs, the youth employment training program and the adult CETA training program, not one of the in-school youths was an adult CETA participant. I believe that was a good investment by the Federal Government.

The participants in the YETP are given a unique educational experience. We allow them to enter the world of work with the supervision of adult training while they are still in school. The supervisors that work with the kids are great, they really are. I do not believe that I have—I have over 40-something worksites and I do not believe that I have an owner of a store that does not have a child of his own, is not a parent, and they look at it like this. They take the opportunity to work with that child and show them when they are wrong, things that they learn. Our kids work 8 hours a week for 8 weeks. They receive $3.35 an hour. They earn $26.80 a week.

Now some people have asked, and Congresswoman Millicent Fenwick when I was up, if you will remember, sir, she said, well, if it is such a great program, and it does look like it is, why would you pay the kids to participate in it? Now, one, they have to be disadvantaged before they enter it.

You have my testimony before you, and I believe on page 21, I have a list of what the kids—we asked them a question, "What do you use the money for that you received in YETP?"

"Car to go to school." "To support myself." "Mainly clothes and saved some." "Family bills and clothes." "Put it in the bank, help pay for college." "Clothes, class ring, help family." "Clothes and some school supplies." "Money, senior invitations, pictures, cap and gown, prom dress, et cetera." "Saved some for schooling." "Clothing, insurance, personal expenses." "Savings account and clothes." "Help my parents, payments on car." "Clothes, help parents, church and charity." "Clothes, off time, gas, hospitalization of parent." "Clothes." "To live on." "Bills and a few clothes and gas." This is from every child in my program. I have 17 slots.

The children get to work in banks, law firms, National Mine Service Co., in the office. They work in auto parts places. One of our employers—to show you how it works, one of our employers, Applegate Supermarket in Greenup, has employed seven of our kids fulltime. He is one of our main employers. He works the kids. They work either in the bakery, in the meat department as carriers and then he hires them and seven of his employees—I think he has 24 employees. Seven of his 24 employees are former participants.

The students work not only at the worksite but they must participate in a classroom training unit. They must go through this. They learn career information, job application. We film an actual—a job applicant, an interview, with videotape used by the high school unit and then we play this back to them. We have someone from the department of human resources come down and conduct the interview.

My program has placed in the top 3 percent, the top 3, in the State of Kentucky for the past 5 years and has been used as a model program for the Nation.

The letter on page 5 is from the McBrayer, McGinnis & Leslie law firm, one of the places that we used, and I will read you their comments.

> It is with pleasure that my recommendation of our CETA program is given.
>
> Education is only as good as the use to which it is put. If an educational program does not meet the needs of the people, it should be dropped immediately.
>
> In our Midwestern rural America, the CETA program does fill a need long left empty. All my life, I recall hundreds of cars on the road on Friday nights heading south and the same cars heading north on Sunday. These are people who love their homes but have no training for jobs and must leave our area for that factory line job. They had no vocational or CETA training enabling them to compete for jobs at home or elsewhere.
>
> On the other end of the stick, an employer is very pleased to note there has been a CETA program in a job applicant's history. It not only shows that the applicant is familiar with the mechanics of employment and would be sooner valuable as an employee by easier adjustment, but it also reveals that the applicant has the ambition and tenacity required of a CETA participant which is a big plus—a worker.

Signed Phyllis Smith, CETA supervisor for McBrayer, McGinnis & Leslie.

Greenbo State Park also states the fact that they enjoy working in the program. Lou Nicholls, attorney at law, Greenup:

> I would like to thank you for placing Miss Robin Litteral, one of your YETP high school students, in my law office. Miss Litteral is a highly motivated and gifted young lady who has accepted her responsibilities with eager enthusiasm. Miss Litteral will be trained in the preparation of wills, deeds, income tax, and other legally related items.

> I feel the YETP program for placement of high school students in various businesses is an extremely worthwhile project from the standpoint of both student and business person.

From Senator Huddleston:

> I hope that Kentucky's Bureau for Manpower Services can make suitable arrangements to insure that in-school programs, or similarly responsive ones, are included in State job training plans. I suggest you keep in touch with State and local officials regarding your area's inclusion in plans for the Private Industry Council that will serve you. Walter D. Huddleston.

I believe that I can stand up here and feed you the biggest bunch of bull that ever was, but if I do not have facts to back it up, it is not worth the paper it is written on. If I tell you I have a good program but I do not have anything to back it up with, you take my word for it, but what I have done is have the kids respond to specific questions. I have asked former participants to respond with letters. This one is from Mary Lou Jenkins, who graduated last year:

> As a former participant of the in-school youth employment training program, I feel qualified in making a recommendation in regard to the positive benefits and attributes of the program.
>
> I am presently a full-time registered nursing student at Shawnee State Community College in Portsmouth, Ohio. I strongly believe that my involvement with YETP greatly influenced my career decision through the many filmstrips, class lectures and just general discussions of career opportunities. The program greatly benefits the youth of our community in that it provides many opportunities to experience different job situations and to work with the general public.
>
> The YETP has also provided me with several references from former supervisors in which I have used on employment applications. Presently, I work at Shawnee State as a part-time secretary/receptionist—skills that were acquired through working at a law firm and a dental office which was made possible through the in-school youth employment training program.

Then I have also letters from the kids themselves:

> To Whom It May Concern: It is my opinion that the youth employment training program, YETP, is of great benefit to all who participate. . . .

This is from Robin Litteral, the one I spoke of earlier from the law office that complimented her:

> From this program I have gained experiences such as on-the-job training, necessary in gaining a job. I have also learned to work successfully with the public as well as with my employers. Not only have I benefited from the job experience, but the program has also lessened the financial burdens. With the money I have received from working, I have been able to further my education.

The only reason I—and there are also comments on pages 11 through 19 from kids—my concern is about the program for next year.

The following is an excerpt from Education and Work magazine. Now next year we will be operating under the Jobs Training Partnership Act. A number of school districts have had to end job training programs for in-school youth as a result of the transition from the Comprehensive Employment Training Act to the Job Training Partnership Act, JTPA, a situation, some Members of Congress say, that was not intended in the changeover.

In the transition year from CETA to JTPA, however, prime sponsors may combine programs previously administered separately and in some areas that has meant the sudden elimination of in-school job training programs. But CETA setasides, including money for in-school youth programs, were meant to continue during the transition period, according to Representative James Jeffords, Republican from Vermont, who is ranking minority member of the House Employment Opportunity Subcommittee, and was deeply involved in JTPA.

His direct quote:

> It was never the intent of the authorizing committee to relieve sponsors of their responsibility to meet the 22-percent setaside requirements through program consolidation during the transition year.

Jeffords said on December 14 on the House floor.

Michael Casserly, legislative and research specialist for the council of the Great City schools—Casserly said at least six school districts have faced funding problems for their in-school youth training programs this year, and Milwaukee is one city where the funding has been withdrawn altogether.

My program, in 1979, had a high of 40 slots. This year, 1982-83, I am operating on 17 slots. I am ranked as one of the top programs in the State. All programs received cuts. I had 150 eligible applicants to pick from, 17 slots. Seventeen kids got jobs; 150 eligible.

I just came back Thursday from a meeting where the summer youth for our county—for our county alone we had 700 eligible applicants; we had 114 jobs for these kids. We cut the hours that the kids will be working, split it from a 40-hour week to a 20-hour week to work more kids. This is why I am deeply concerned, gentlemen.

Chairman PERKINS. That is the greatest benefit that this whole area will get from the jobs bill, the youth employment provisions.

Mr. HILDEBRANDT. Yes.

Chairman PERKINS. So I think in the circumstances we were very lucky, and we have got a much broader bill but it has got a lot of roadblocks.

Go ahead.

Mr. HILDEBRANDT. When the State of Kentucky has one of the highest percentages of people without a high school diploma, I think there is a definite need for a program that keeps them in school, preventive maintenance. I believe that is what we do.

As the Fram Oil commercial says, you can pay me a small amount now or you can pay me a whole lot later. These kids that are in the program do stay in school, No. 1. We have proved that throughout the State of Kentucky. They get a sampling of the world of work. They also have the opportunity to further their education.

On page 20, "What advantages have you gained from participation in YETP?" Again, I have listed each child in the program and his comments: "Hired for some part-time jobs." "I know many job-seeking skills and how to handle my money." "A lot of experience in how to go about getting a job, the right clothes to wear." "I have learned what problems come with working with people and how to handle the situation." "I have become more organized, have learned to use time to its fullest potential, and my grades have improved."

"How to talk to people." "How to get a job after graduation, and have money to get the thing that I needed." "I have spending money and job experience that most teenagers don't have." "Job experience." "Work experience." "I learned to cope with people."

"I have some excellent job experience as well as references." "Learned to run cash register and worked hours outside of YETP for them."

This is Lisa Stevenson, and she will be hired full time by Anna Lou Supermarket in Southshore upon graduation. She will be working the front register for them: "Learned how to relate to people. Job experience. A lot of knowledge of how school, stores and auto parts work. Extra money for payments on our farm and electric bills."

"What are your future goals after graduation?" "Air Force." "To get a job and eventually become a carpenter." "Go to college and learn to cut hair." "Look for a secretarial job, go to ACC, Ashland Community College." "Four years of college and obtaining a split major in computer science and business administration."

"Beauty college." "Army." "Air controller for an airport." "Attend Morehead University and major in geology." "Get a job in food services." "Cosmotology classes at Ashland Vocational." "To furtner my education." "Get married after finding a job." "To go to business college, major in business administration." "Take welding at Ashland Vocational." "Get a job and go to vocational school." "Army." "Vocational school."

Former graduates. This is a sampling taken from our former graduates. 1979, Tim Fields, University of Kentucky, agricultural—excuse me, architectural engineering; Berea College, animal science major; University of Kentucky; Berea College, elementary education; Shawnee State College, nursing program; assistant manager, Donimo's Pizza; full-time employment, Anna Lou Supermarket; full-time employment, Applegates Supermarket; University of Kentucky, veterinary medicine; full-time employment, First & Peoples Bank; Eastern Kentucky University; U.S. Marine Corps; Morehead State University; University of Kentucky; Berea College; full-time employment, Applegates Supermarket; U.S. Marine Corps; Shawnee State College, computer science; full-time secretary, Russell YMCA; Shawnee State College, art major; full-time employment, secretary, Greenup County Board of Education.

Gentlemen, I have been informed about H.R. 1036. I do not know whether that is what you were referring to or not. The Community Improvement Employment Act, which would in accordance with this act—eligible youth will be allowed to work in public/private worksites which is consistent with the youth's enrollment in school, or a program which leads to a certificate of high school equivalency, or a program of skill training.

Congressmen, I believe this is a great, fantastic bill if it can possibly get passed. It meets our needs specifically and hits the nail right on the head.

I have found out through working through this program if you allow the youth the opportunity to see what is on the other side of the hill firsthand, they will work enthusiastically to go back and achieve whatever is necessary to get to the other side of the hill for good.

Thank you very much, gentlemen.

[Prepared statement of Mike Hildebrandt follows:]

PREPARED STATEMENT OF MIKE HILDEBRANDT, IN-SCHOOL PROGRAM COORDINATOR, YOUTH EMPLOYMENT AND TRAINING PROGRAM, GREENUP COUNTY, KY.

Greenup County School System

In-School Youth Employment Training Program 1982-83

1. TITLE OF PROGRAM/COURSE: JOB SAMPLING EXPLORATION.

2. EVIDENCE OF NEED: Due to the youth unemployment rate of 25% and approximately 46% of students from economically disadvantaged families, along with a school dropout rate of 5%, it is felt that a course is needed that will encourage them to remain in school and enhance the job opportunities of our students.

3. SPECIFIC OBJECTIVES: (a) Assist youth in learning about own abilities, (b) provide information about non-menial employment, (c) provide useful work experience at actual worksites, (d) provide job sampling experience, and (e) provide individual and/or group counseling.

4. SCOPE AND CONTENT OF PROGRAM/COURSE: The course will be designed to enhance the job prospects and career opportunities of young persons, encouraging them to finish school. It will consist of job sampling rotation, hands-on experience, and weekly counseling sessions.

5. Recruitment: Is carried out through announcements at Greenup County High School on the P.A.system and on the schools bulletin board. Approximately 150 eligible students responded

6. STUDENTS INVOLVED: Approximately 20 students in grades 9 through 12 who are 16 years of age or older and who meet the eligibility criteria of the YETP In-School program will be involved in the course.

7. STAFF, FACILITIES, EQUIPMENT, AND MATERIALS TO IMPLEMENT PROGRAM: YETP Training Coordinator and a Counselor will assist students with job assignments, check participants' progress, and evaluate program. In addition, each participant will have an on-the-Job supervisor. Testing material, job workbooks, filmstrips, and cassettes used will be at cost to YETP.

8. DEVIATION FROM REGULAR "PROGRAM OF STUDIES": (1) Job Sampling work experience in lieu of regular classroom instruction, (2) Scheduled counseling required, (3) More hours required for credit and (4) Credit will be recorded on student permanent record with a letter grade given. Includes extensive involvement of private industry in job sampling component.

9. AMOUNT OF CREDIT: ¼ Credit per nine weeks upon completion of 35 successful weeks on YETP program. Maximum number of credits: 2.

10. METHOD OF EVALUATION: Interimprogress reports will be made on each participant in the course. The final evaluation will be made by the counselor, training coordinator, and supervisor collectively, plus montoring visits for State and Local manpower agencys.

11. ANTICIPATED LENGTH OF EXPERIMENT: Nine months.

I appreciate the opportunity to speak to you today about the In-School Youth Employment Training Program, and commend this body for its commitment to the development of academic and job skills to enhance the employability of our nations youth.

I am Mike Hildebrandt, youth employment coordinator for Greenup County Schools. I have worked as coordinator for the In-School Youth Employment Training Program since 1979. Also I have worked as summer youth coordinator for the Department for Human Resources since 1978.

One of the Major problems emanating from our troubled economy is unemployment-- the joblessness of 11.3% of adult Americans. Youth unemployment has reached it highest level since the Great Depression-- 25%. We feel the main source for combating this problem is to keep the youth in School inorder to prepare them for the world of work.

The In-School Youth Employment Training Program is one of the most effective ways of preventing Drop-outs in our high schools.

We have worked with two hundred and twenty seven youths in our program at Greenup County High School. One participant quit school at age ninteen to join U.S. Army, he received his GED while in service. The other 226 youths have completed high school. Congressman, our program is not the exception but the rule in the Youth Employment Training Programs in America.

I was privileged to work with an adult CETA training program a few years ago, and during that three year span of working with both adult and In-School CETA Youth. Not one of our In-School youth participants became an adult CETA participant.

The participants are allowed an education experience which is unique in that it gives them the opportunity to become an part of the work force of america while still in school, under the guidance and counseling of trained adults. They are exposed to worksites of Banks, Law Firms, Dentist, Auto Parts, Pharmacy, Insurance, Print Shop, Farm Supply, Service Stations, Water Plants, Hardware, Sports Shop, Florist, Paint and Body Shop, Super Markets,Funeral Home, veterinarian clinic, Dry Cleaners. The participants may choose four of the above worksites then they work eight hours a week for eight weeks before rotating. They learn job skills, value of work, develope self-confedence, how to work with others, be assigned meaningful work task, and receive needed money for clothes, food, and transportation. In their classroom unit they receive training in career information of how to fill out a job application, evaluate their interests and optitudes help make career decisions, and help them develope a more positive attitude of themselves.

The Greenup County In-School Youth Employment Training Program has placed in the top 3% in program performance for the past five years and been used as a model program for the nation.

On the following pages are comments from present and past participants, also Employers, concerning the In-School Youth Employment Training Program.

The reason for my concern today is that next year we will be operating under the new Jobs Training Partnership Act (JTPA). The life of the In-School Youth Employment Training Program will be determined by the local Private Industry Council.

The following is an excerpt from "Education & Work magazine The Independent Bi-Weekly news Service on Career Education Youth Unemployment and the School to Work Transition" Vol. 9, 1983.

SCHOOL DISTRICTS LOSING TRAINING FUNDS

A number of school districts have had to end job training programs for in-school youth as a result of the transition from the Comprehensive Employment and Training Act (CETA) to the Job Training Partnership Act (JTPA)--a situation some members of Congress say was not intended in the changeover.

Under CETA, school districts were guaranteed at least 22 percent of the job training funds going to prime sponsors, mostly cities and counties, that administered CETA programs. The 22 percent setaside was used to train disadvantaged youths in high schools, junior or community colleges and technical or trade schools.

In this trasition year from CETA to JTPA, however, prime sponsors may combine programs previously administered separately, and in some areas that has meant the sudden elimination of in-school job training programs.

But CETA setasides, including money for in-school youth programs, were meant to continue during the transition year, according to Rep. James Jeffords, R-Vt., who is ranking minority member of the House Employment Opportunities Subcommittee and was deeply involved in writing JTPA.

"It was never the intent of the authorizing committee to relieve sponsors of their responsibility to meet the 22-percent set-aside requirements through program consolidation during the transition year," Jeffords said Dec. 14 on the House floor.

But the relationship between prime sponsors has already been weakened in some cities, according to Michael Casserly, legislative and research specialist for the Council of the Great City Schools. Casserly said at least six school districts have faced funding problems for thier in-school youth training programs this year, and Milwaukee is one city where the funding has been withdrawn altogether.

Lawrence J. Jankowski, acting director of CETA for Milwaukee County, explained that the decision to end funding was based on the section of JTPA that allows prime sponsors to consolidate programs and two Department of Labor Directives that underscored that option.

According to the Labor Department spokesman John Donnelly, however, prime sponsors are being told they have the option this year to consolidate programs, but "it's entirely up to the prime sponsors" whether to exercise that option.

Jeffords and three other congressman also wrote to the Labor Department to make Congress's intent clear, and a meeting was held on the issue, according to Beth Buehlmann, and aide to Jeffords. Ultimately, however, solutions to the problem may have to be developed at the local, rather than federal, level, she said. The main problems from what the speakers said, are that states have little experience in administering job training programs and that they have so little time to put a new statewide system into place by JTPA's effective date, October 1.

The Greenup County In-School Youth Employment Training Program started in 1977 with twelve slots. In 1979 our program was a high and was allotted 40 student slots. Since then we have been cut to a present low of 17 slots for the 1982-83 school year.

When the State of Kentucky has one of the highest percentages of people without a high school deploma, I believe there is a definite need for a program which keeps youth in school, allows them the opportunity to gain work experience, and helps prepare them for the world of work. When a school has 150 eligible applications and can only take 17 youth for the program, something is wrong with the priorities of government. How can we say with one hand, we want fewer people on walefare and the youth trained for the world of work. And with the other hand refuse to help those people become self-supporting, and no longer need public assistance.

You must realize that by keeping and enlarging the In-School Work programs you are conducting Preventative Maintenance. As the Fran Oil filter commercial says, "you can pay me a small amount now or a whole lot more later." The Greenup County School system believes our nation's youth are worthy of more than society's lip service to their needs, goals, and aspirations. Society has a vested interest in the development of our youth because each time a young person stops short of reading his or her maximum potential, socity shares in that failure in one way or another.

We have been informed about H.R. 1036, "Community Inprovement Employment Act," Part B of Title II- Activities for Youth Trainees. In accordance with this act eligible youth will be allowed to work in public/private worksites which is consistent with the youths enrollment in high school, or a program which leads to a certificate of high school equivilency, or a program of skill training. Congressmen, this is Great.

I would ask this committee to do all that is possible to encorporate this peice of legislation into law. This is exactly what is needed to combat the high drop out rate of our nation's youth.

We have found our through working in this program that "If you allow the youth the opportunity to see what is on the other side of hill first hand they will work enthusastically to go back and achieve whatever is necessary to get to the other side of hill for good."

McBRAYER, McGINNIS & LESLIE
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MAIN & HARRISON STREETS
GREENUP, KENTUCKY 41144
PHONE 606-473-7303

FIRST FEDERAL PLAZA
110 W. VINE STREET
LEXINGTON, KENTUCKY 40507
PHONE 606-255-8704

February 18, 1982

REPLY TO P. O. Box 347, Greenup

Mr. Mike Hildebrandt
Greenup County High School
CETA Director
Ohio River Road
Greenup, Kentucky 41144

Dear Mike:

It is with pleasure that my recommendation of our CETA program is given.

Education is only as good as the use to which it is put. If an educational program does not meet the needs of the people, it should be dropped immediately.

In our mid-western rural America, the CETA program does fill a need long left empty. All my life, I recall hundreds of cars on the road on Friday nights heading south and the same cars heading north on Sunday night. These are people who love their homes but have no training for jobs and must leave our area for that factory line job. They had no vocational or CETA training enabling them to compete for jobs at home or elsewhere.

On the other end of the stick, an employer is very pleased to note there has been a CETA program in a job applicant's history. It not only shows that the applicant is familiar with the mechanics of employment and would be sooner valuable as an employee by easier adjustment, but it also reveals that the applicant has the ambition and tenacity required of a CETA participant which is a big plus - a worker.

We have been personally involved in the local program for several years and feel we, too, have benefited from the program. The average CETA worker is pleasant, willing, honest, and eager to do whatever you require and we enjoy working with them. We anticipate a continuance of the program and look forward to our association in the program.

Sincerely yours,

MCBRAYER, MCGINNIS & LESLIE

By Phyllis M Smith
Phyllis M. Smith, CETA Supervisor

JOHN Y. BROWN, JR.
GOVERNOR

LOU KARIBO
COMMISSIONER

KENTUCKY
Greenbo Lake STATE RESORT PARK
Greenup, Kentucky 41144
Phone (606) 473-7324

February 15, 1982

Mr. Mike Hildebrandt
Greenup County High School
Ohio River Road
Greenup, KY 41144

Dear Mr. Hildebrandt:
We would like to take this opportunity to thank you for allowing us at Greenbo Lake State Park to participate in the CETA youth program. This is worth-while program which benefits not only the participants but also helps the park during our busy season.

We also feel that you do a fine job in administering the program and we look forward to working with you again in the near future.

If we can be of further assistance, please let us know.

Sincerely,
Bennie Smith
Bennie Smith
Business Manager

L. D. NICHOLLS
ATTORNEY-AT-LAW
GREENUP, KENTUCKY 41144
(606) 473-5223

February 18, 1982

Mr. Mike Hildebrandt
% Greenup County High School
Greenup, Kentucky 41144

Dear Mr. Hildebrandt:

I would like to thank you for placing Miss Robin Litteral, one of your YETP high school students in my law office. Miss Littèral is a highly motivated and gifted young lady who has accepted her responsibilities with eager enthusiasm. Miss Litteral will be trained in the preparation of Wills Deeds, Income Tax, and other legally related items.

I feel the YETP Program for placement of high school students in various businesses is an extremely worthwhile project from the standpoint of both student and business person. The student is afforded an opportunity to learn skills and acquire experience that are impossible to duplicate in the classroom. The business person is offered an opportunity to become exposed to the future manpower pool. In many instances the business person obtains the opportunity to evaluate and identify possible future employees and to help mold their employment skills so necessary to the operation of an efficient organization. I am personally aware of one such young lady who after being placed in this office through the YETP program three years ago, obtained employment in the local sheriff's office. Her employment in the sheriff's office after graduation was a direct result of her employment exposure in this office while participating in the YETP placement program,

The value of such a worthwhile program is priceless to our community, county, state and country, when one considers the skills and experience obtained by our youth. The smooth integration of these fine young students into our society is efficiently achieved with a minimum amount of social upheaval through the placement program. I become dismayed when I consider what employment alternatives our youth have without this employment placement program.

Once again I would like to thank you for placing Robin Litteral in this office, and can assure you that we shall strive to achieve and retain your trust and confidence in the YETP employment placement program by affording her the opportunity to learn the skills and experience we can provide to the best investment in our country's future--our youth.

Very truly yours,

Lewis D. Nicholls

Lewis D. Nicholls
Attorney at Law
Greenup, Kentucky

WALTER D. HUDDLESTON
KENTUCKY

United States Senate
WASHINGTON, D.C. 20510

COMMITTEES:
AGRICULTURE, NUTRITION, AND FORESTRY
APPROPRIATIONS
SELECT COMMITTEE ON INTELLIGENCE
SELECT COMMITTEE ON SMALL BUSINESS

April 26, 1983

Mr. Mike Hildebrandt
Greenup County High School
Box 121, Ohio River Road
Greenup, Kentucky 41144

Dear Mr. Hildebrandt:

Thank you for your letter and those you have enclosed from the young people who participated in the In-School Youth Program.

The Comprehensive Employment and Training Act (CETA), which administered the In-School Youth Program, was replaced last year by the Job Training Partnership Act, which will be established by each state to address the unique needs of individual service delivery areas. Responsibility for administering the program will rest with the governor.

I hope that Kentucky's Bureau for Manpower Services can make suitable arrangements to ensure that in-school programs, or similarly responsive ones, are included in state job training plans. I suggest you keep in touch with state and local officials regarding your area's inclusion in plans for the Private Industry Council that will serve you.

I appreciate your taking time to inform me of your views. If I can assist you in the future, please let me know.

Sincerely,

Walter D Huddleston

Walter D. Huddleston

May 10, 1983

To Whom This May Concern

As a former participant of the In-School Youth Employment Training Program, I feel qualified in making a recommendation in regard to the positive benefits and attributes of the program.

I am presently a full time, registered nursing student at Shawnee State Community College in Portsmouth, Ohio. I strongly believe that my involvement with YETP greatly influenced my career decision through the many filmstrips, class lectures, and just general discussions of career opportunities.

The program greatly benefits the youth of our community in that it provides many opportunities to experience different job situations and to work with the general public.

The YETP has also provided me with several references from former supervisors in which I have used on employment applications. Presently, I work at Shawnee State as a part-time secretary/receptionis--skills that were acquired through working at a law firm and a dental office which was made possible through the In-School Youth Employment Training Program.

I cannot stress enough just how much this program has benefited me as well as several others. I sincerely hope that this program will be continued indefinitely so that other disadvantaged youth may have the same opportunities available to them.

Thank you,

Mary Lou Jenkins

Mary Lou Jenkins
Former Particpant of YETP

Whetstone Rd.
Greenup, KY 41144
May 9, 1983

To Whom It May Concern:

It is my opinion that the Youth Employment Training Program (Y.E.T.P.) is of great benefit to all who participate.

From this program I have gained experiences such as: on the job training, necessary in gaining a job, I've also learned to work successfully with the public as well as with my employers. Not only have I benefited from the job experience, but the program has also lessened the financial burdens. With the money I have received from working I have been able to further my education.

With the economy in the shape it is, the youths of today need a helping hand to assure that our future will be one that is beneficial. It would truly be a shame to see other youths deprived of this rewarding opportunity.

It is my sincere wish that the youths in the years to come will be given the chance to gain from this program the experiences that will help to better their lives.

Sincerely,

Robin Litteral

Robin Litteral

March 10, 1983.

To Whom It May Concern,

My name is Terry Pennington and I am currently a senior at Greenup County High School. I have been in the Youth Educational Program-In- School Program for two years,and I am presently in my third year. I have heard that the funding for the program may be cut out. I feel this is unneccessary as well as unfair to other students in the futher, because the program has made such a difference in my life.

The program has been a great help to me. I have learned what employes expect from you as an employe , as well as what employers look for as you as an employe. I have learned how to dress for an interview, as well as what questions to expect from an interviewer. The program has given me courage and self-confidence to apply for any job I desire. It has also given me the ability to meet people.

The program has helped me to understand the world of work. The people running the program, Mr. Hilderbrandt, Mr. Umberger, and Mrs. Casaidy have helped me to gain confidence in myself, as well as gaining trust in other people.

The program has given me a new out look on life. It has helped me to understand what job I really want to preform. I feel that anything done to take away from the Y.E.T.P. program, or slow it down is a very unwise thing to do. Thank you for taking the time to read my letter. I wish to please hear from you as a responce in what is going to happen to the Y.E.T.P. program.

Sincerely,
Terry Pennington
Terry Pennington

March 10, 1983

To whom it may concern:

I am a member of the Greenup County Youth Employment Training Program (Y.E.T.P.-In-School). I have been in this program for one year and have gained a great amount of experience. I now know what is required of myself for certain jobs. This program has narrowed down my career choice. I have a better idea of what I want my life to be.

Now my father is unemployed and I can buy the necessities I need. It has helped me financially as well as socially. I would recommend Y.E.T.P. to anyone.

I was told that funding may be discontinued for this program and I am deeply concerned for it future. I think that future students should have the same advantage as I have had. There is no way of expressing the way it has helped me and how it can help others. Hopefully, you will give someone else a chance. Especially coming straight out of high school, everyone needs as much help as they can receive. Thank you for reading my letter. I hope it will concern you as much as it has me.

Sincerely yours,

Kathy Brown

Kathy Brown

March 10, 1983

To whom it may concern,

As a participant in the Greenup County Youth Employment Training Program In School (YETP-In-School) I believe that to stop the funding for YETP would be a great disadvantage to the youth in the program as well as their future employers. YETP gives us (1) a direction for our careers to go and (2) employers know that we are good workers.

The income from my working has greatly benefited me. The majority of my income I am saving to that I may use it so further my education with college.

This is only my first year in the YETP but I already benefit from the experience. Working in this program has allowed me to learn what working is really like, what an employer wants and expects from the employee, how to use money to its best advantages, as well as many other innumerable benefits.

I would like to thank you for taking the time to read my letter and I hope you will consider and remember that the YETP is a benefit to all of the lives that it touches.

Sincerely yours,

Lisa Brown

Lisa Brown

March 10, 1983

To Whom It May Concern:

I have participated in the Greenup County Youth Employment Training Program (YETP) in-school this school year. It has helped me out tremendously. I have gotten a lot of experience from this job training program. I have worked at the following places: Dr. Bakers Dentist Office where I obtained the experience of dental assisting, Stultz Pharmacy where I obtained the experience of running a cash register and how to greet people and relate to them in different ways. This program has helped me out in other ways also. It gives me the extra money I need that I didn't have before. The program has helped a lot of young people out into the job market where before young people didn't have to good a chance of getting a job without work experience. I think without this program next year a lot of young people will be out of luck of getting the work experience at various places and the extra money needed for bigger families and families out of work.

Sincerely yours,

Vicky Palmer

Vicky Palmer

Ma.ch 10, 1983

To Whom it May Concern:

My name is Timothy Boll, I've been working on the Greenup County Youth Employment Training Program, In-School (Y.E.T.P., In-School), for a year and a half. I've worked at seven different jobs and I've acquired many different job skills. These jobs and skills I've learned are very important to my future as well as others who may depend on me.

While working on the Y.E.T.P. I've learned to be independant. I buy my own clothes and most of the other things I need. I know how to dress and act during a job interview and I know many job seeking skills.

The Y.E.T.P. has really helped me in life as far as jobs, and you know jobs are very important.

I thank you for taking time to read my letter and I hope the Y.E.T.P. will continue in the future.

Sincerely,

Timothy Boll

Timothy Boll

March 10,1983

To Whom it May Concern:

I am a senior at Greenup County High School and I have been a member of the Youth Employment Training Program In-School (YETP - In-school.) The YETP helps alot of people in different ways. It has helped me to have confidence in myself and know how to go about filling out applications and getting a job.

The YETP has helped me finacially also, I have bought most of my clothes and necessities. I also worked in the Summer Youth Program which helped me and my family out alot. It gives me a better chance of getting the kind of future I want because I learned how to do alot of different things such as secretarial work and dentistry work.

I think this program should keep operation and I hope the members in the future get as much use and experience from the program as I did. Thank you for taking the time to read my letter.

Sincerely yours,

Tonia Bradford

Tonia Bradford

March 10, 1983

To Whom It May Concern:

I am a participant in the Greenup County Youth Employment Training Program In-School (Y.E.T.P.-In School). I have worked on this program for almost a year, and it has really helped me in trying to pick a career, as well as financially. Since I have been working on this I can buy my own personal necessities, and school supplies. I have the understanding that the Y.E.T.P. program might lose funding for next year. I sincerely hope not because I have really enjoyed working on this program, and I am really looking forward to work on it next year. This program has given me alot of confidence to meet the public, and working with others. The Y.E.T.P. program has helped my family greatly financially because my dad is disabled and cannot work, and since I have been working I have been able to pay for all my expenses. As you know the way the job situation is, if it weren't for this program there would be alot of students without jobs. So please think about keeping this program. It means alot to all of us. Thank you for atleast taking the time to read this, it means alot.

Sincerely yours,

Kim Colvin

Kim Colvin

March 10, 1983

To Whom it May Concern:

I have been participating in the Greenup County Youth Employment Training Program, In-School (Y.E.T.P.-In-School) for this past school year. Word has reached me that this program may not be continued. I was disappointed to hear this. Even though I am a senior and I will no longer be able to participate, I feel that others should be entitled to work in the Y.E.T.P. In-School Program.

I have benefited a great deal in this program. Not only financially, but also personally. I have learned to be able to work well with people and I know that I can handle myself when it comes to performing a difficult task.

The program has helped me to know the kind of career that I want to work towards. If I had not been able to participate in this program, I truly believe I would have entered the wrong field of work.

Before I was able to work in this program, I had little self-confidence and I did not believe that I could do well in a job. Now I believe in myself and my family is very proud of me. My dad has been layed off for sometime and it made him very proud to know that I was willing to take out of my own time to help in any way that I could.

The participants in the Y.E.T.P. In-School Program have put out an effort to do their best and I believe they have all benefited in many ways. The youth today are very important. They are the future of this world. If one youth can benefit or can make more of themselves as a person, then isn't it all worth it? Give us the opportunity to make more of ourselves and the world we live in. Help us to suceed!

Sincerely,

Lisa A. Stephenson

Lisa A. Stephenson

What advantages have you gained from participation in YETP?

Mark Baldridge	"hired for some part-time jobs."
Tim Boll	"I know many job seeking skills and how to handle my money."
Tonia Bradford	"Alot of experience and how to go about getting a job, the right clothes to wear."
Kathy Brown	"I have learned what problems come with working with people and how to handle the situation
Lisa Brown	"I have become more organized, have learned to use time to its fullest potential and my grades have improved."
Kim Colvin	"How to talk to people."
John Howard	"How to get a job after graduating, and have money to get the thing that I needed."
Dawna Johnson	"I have spending money and job experience that most teenagers dont't have."
Consetta Keeton	"Job experience."
Robin Litteral	"Work experience, working with the public, secretarial skills. All experience needed to get a job."
Vicky Palmer	"I learned to cope with people and depend on myself."
Terry Pennington	"I have some excellent job experience as well as references. Have learned to deal with the public.
Lisa Stevenson	"Learned to run cash register and worked hours outside of YETP for them.
Paul Tolliver	"Learned how to relate to people and an idea to what the world is like."
Tracy Troxler	"Job experience."
Denny Young	"Alot of knowledge of how school, stores, and auto parts work."
Victor Young	"Extra money for payments on our farm and electric bills."

What did you use the money for that you received in YETP?

Mark Baldridge	"Car and to go to school."
Tim Boll	"To support myself."
Tonia Bradford	"Mainly clothes and saved some."
Kathy Brown	"Family Bills and clothes."
Lisa Brown	"Put it in the bank, help pay for college."
Kim Colvin	"Clothes, class ring, help family."
John Howard	"Clothes and some school supplies."
Dawna Johnson	"Money, senior invitations, pictures, cap & gown, prom dress, etc.
Consetta Keeton	"Saved some for schooling."
Robin Litteral	"Clothing, insurance, personal expenses."
Vicky Palmer	"Savings account, and clothes."
Terry Pennington	"Help my parents, payments on car."
Lisa Stevenson	"Clothes, help parents, church and charity."
Paul Tolliver	"Clothes, off time, gas, hospitalization of parent."
Tracy Troxler	"Clothes."
Denny Young	"To live on."
Victor Young	"Bills and a few clothes and gas."

What are your future goals after graduation?

Mark Baldridge	"Air force"
Tim Boll	"To get a job and eventually become a carpenter."
Tonia Bradford	"Go to college and learn to cut hair."
Ktathy Brown	"Look for a secretarial job, go to ACC."
Lisa Brown	"4 yrs. of college and obtaining a split major in Computer Science and Business Administration.
Kim Colvin	"Beauty College."
John Howard	"Army, Air Controler for an airport."
Dawna Johnson	"Attend Morehead Univ. Majoring in geology."
Consetta Keeton	"Get a job in food services."
Robin Litteral	"Cosmotology classes at Ashland Voc.
Vicky Palmer	"To further my education."
Terry Pennington	"Get married after finding a job."
Lisa Stevenson	"To go to Business college. Major in Business Administration.
Paul Tolliver	"Take welding at Ashland Voc.
Tracy Troxler	"No School."
Denny Young	"Get a job and go to Voc. School.
Victor Young	"Army, Voc. School."

FORMER GRADUATES WHO PARTICIPATED in YETP

Tim Fields-	1979-	University of KY. Architectural Engineering.
Karen Tolliver-	1979-	Berea College Animal Science Major.
Nancy Crump-	1982-	University of KY.
Robin Virgin-	1980-	Burea College Elementary Education.
Mary L. Jenkins-	1982-	Shawnee State College Nursing Program.
Paul Horn-	1981-	Assistant Manager, Domino's Pizza.
Tina Justice-	1982-	Full-time employment Anna Lou.
Marilyn Miller-	1982-	Full-time employment Applegates Super Mkt.
Sonya Fields-	1982-	University of KY. Veterinary Medicine.
Shiela Bowling-	1979-	Full-time employment 1st & Peoples Bank.
Rhonda Helms-	1982-	Eastern KY. University.
Tim Meadows-	1982-	U.S. Marine Corps.
Georgia Osborne-	1981-	Morehead St. University.
Barbara Stake-	1980-	Univeristy of KY. Dental Technology.
Mary Tolliver-	1981-	Burea College.
Tunecia Collier-	1982-	Full-time employment Applegates Super Mkt.
David Wheeler-	1982-	U.S. Marine Corps.
Vickie Crum-	1982-	Shawnee State College Computer Science.
Brenda Barney-	1980-	Full-time Secretary Russell YMCA.
Tom Esposito-	1982-	Shawnee State College Art.
Vivian Horn-	1981-	Full-time employment
Tammy Howard-	1979-	Secretary Greenup Co. Brd. of Education.

Chairman **Perkins**. Thank you very much.

Let me ask this panel to stand aside while we can get the others. I understand that Eugene Binion, the superintendent of Elliott County, from Sandy Hook, left this morning sick, which I regret very much. He was in the hospital all last week.

Come around, James Reed, superintendent of Morgan County; Arnold Roberts, director of Federal programs, Pike County; Lloyd Fields, supervisor, Vocational Education; Felici Felice, you are here; and E.P. Grigsby, Jr. All of you that are here come around and get around the table right now. Or do we have others here this morning?

I do not see Mr. Grigsby. I do not see—you are here. Just go ahead and identify yourself for the record and we will see if some others come in.

STATEMENT OF FELICI FELICE, SUPERINTENDENT, MASON COUNTY, KY.

Mr. **Felice**. My name is Felici Felice of Mason County schools. I am superintendent there. I thank you for the opportunity, Congressman Perkins, for appearing before your committee again, and these other gentlemen here.

I want to commend you for your interest in education. It is my primary concern. I hope it is the high priority in your business also, which I am sure it is. I think that, Congressman Perkins, your record will show that it has been one of the highest priorities for your constituents in Kentucky.

I told your coordinator—and to make this brief, because you have other people—that I wanted to address some school lunch problems, to be specific. But since hearing the rest of the panel here, I do think that I need to mention—and Congressman Goodling made a point that I want to emphasize—that maybe in the asbestos problem there could be a chance of being ripped off because when this problem first became known, then Mason County tried to take care of it about 5 years ago. Since that time, we have found other asbestos problems and we have taken care of those, and we have spent approximately $8,000.

This $8,000 that we have spent in the past now through the crisis type situation they have committed with a time line, would cost $20,000. Even though we have taken care of it and had confirmed State Department people saying that we have no more asbestos, this guideline says that we must have an engineer/architect to verify this, and the bill for this is going to be approximately 25 percent of what we have already done.

So that is very frustrating because we have taken care of it and we still have to have this particular analysis done. And these other gentlemen were frustrated because they have this ahead of them; I am frustrated because it is behind me. So there is a good chance that there is a ripoff here because now we have these deadlines to meet.

We have many of the same problems—all the problems probably that were mentioned here today. But I want to address—as I told your coordinator, Congressman Perkins—the lunch program.

Our philosophy as superintendents of schools is that every child must be fed, no matter the circumstance. We do not want to hear that Johnny cannot eat in the lunchroom because his parents are in a certain category, because if Johnny is there and without food, we feed him. And that is the difference in being there on the job with Johnny. And the statistics—and just being some place with statistics, because if Johnny is hungry, we feed him. And even though it is a direct cost to our lunch program, we get no reimbursement or whatever, we feed him because we cannot count him free, reduced, and he does not have money and he is supposed to be a paid lunch. We take care of those people.

Now, I am bothered some because there has been a subtle approach since this administration—the administration has begun here in 1980—to in some way inhibit people from applying for free lunch. My lunchroom coordinator in Mason County came back—and she is a very dutiful person—and said she could not send the applications home for free lunch; that they had to come and get them, she had been advised. I am sure that there is no law saying that. But she has been advised to do this, and this is simply to keep people that we cannot communicate with from being on free lunch. This bothers me.

Also, we have been put under pressure as a local school system to verify these applications. This is not a job for public school people. It is an intimidation for us to, again, very subtly, keep from having free lunches. Now that is what it is for, because we, as school teachers and public educators, do not need to be a law enforcement office.

This was previously done by an auditor that came around, which they will still have to come around anyhow to see what we have done, and they pulled them and verified them to make sure the people were eligible. That is all well and good. I do not think that this is a job for public school people because all this does is causes us problems with our constituents that we are working to decrease.

Mr. GOODLING. May I interrupt a minute? I think you were correct in telling your supervisor that there is no such law. As I remember, the only change that was made was that you, as a school, have your choice of sending them all home or not.

Mr. FELICE. We were told not to, so we had the paper there and they put it in the paper, the Ledger Independent. Mr. Perkins is familiar with it. But it says who does the verification, school officials; how much and when; 3 percent of all applications—and must be completed by January 31, 1984. And we are going to try to get out of that. I will tell you that now: We are going to try to get out of that.

Last year—I want to move on—in appearing before you, Congressman Perkins, I mentioned the milk program. Mason County Dairy Farms, we depend on. And, again, let me express my concern. Let me express my concern about the free milk program that was discontinued.

Last year I reported to you about the same figures. Mason County this year is going to use approximately 110,000 half-pints of milk less than we did the last year that we had free milk.

To me, the milk program, besides taking care of a lot of problems for dairy farmers and whatever, the production of milk—it is one of the best foods. Our children need it. It was being drunk by children. This milk was being drunk in the school by children, and I see no reason for that program to be discontinued because when you multiply a district—and we are not a large district, Mason County—when you multiply the 110,000's across the Nation, there is a lot of milk not being drunk by children. In this day and time, since it is probably the most perfect food. I think that our children need more milk; not less milk.

Chairman PERKINS. Well, let me ask you a question since you are on that subject.

How did the cutback in the reimbursement rate per meals, about 13 cents, affect your attendance in the school lunchroom?

Mr. FELICE. I am getting to that, too, Congressman Perkins. We got a half-cent increase on a paid lunch and we got a 6-cent increase in reduced lunch this year and a 5-cent increase in a free lunch. This sounds good, but the catch is——

Chairman PERKINS. I am talking about after we cut back in 1981 and——

Mr. FELICE. We were getting 17 cents that year, Congressman Perkins, and so this increase does not even bring it up to what it was then. This may sound good, but actually we have lost ground and it is going to take another couple of years with all the inflation, all the other cost factors, to even catch up to what we were back then.

Chairman PERKINS. Well, what percentage of the youngsters dropped out of the lunch program because of the parents having to pay more?

Mr. FELICE. All right. Right now we have 80 percent of our children eating in the lunchroom. We have tried our best to identify these free lunchers, and hopefully we have the great majority of them.

The problem is with these new restrictions and so forth we have dropped about 12 percent, because about 4 years ago we had 92 percent-plus—92 pecent-plus—eating in the lunchroom. And I think it is because of the economic situation where sometimes the parents have money, do not have money, et cetera, that causes this drop. We have more people now trying to bring a lunch occasionally, which we did not have before because of the—I think that this, in talking to our lunchroom director and our principals, is caused by the variation in the income, being laid off, being called back, being laid off.

As you know, we have the same problem that the other gentleman had in our community, a far as unemployment. Mason County is not as high as some of these, but it is much higher than Mason County has been because we are at the 10 percent mark, and Mason has never been high before. And I think that that is one cause of that.

Let me get on, to not take too much of your time now. With the milk program being done away with in 2 years' time, our only milk processing plant, Cloverleaf Dairy, as you know, has gone out of business. It has gone out of business in Mason County, and that is due primarily to school milk, because he was the supplier of Mason County, Fleming County, Bracken County milk.

Now it is being taken care of with a firm in Cincinnati, and he employed several people—at peak seasons, it changed—but he employed several people, and now he has closed his shop. I think that is directly attributed to the free milk program. A couple of years it has taken to do that.

Now, in my opinion, gentlemen, in Kentucky or in America, with our surpluses and all the things that you know about, there is never any excuse for a child to be hungry in this country of ours, no matter what the reason. As I said in the beginning, no matter of the circumstance, I do not care if somebody has money or does not have money, if he is in a lunchroom that is managed by me or these other superintendents here, that child will eat. We have to take care of that child.

I will end with that, Congressman Perkins, because I know you have other people here.

Chairman **PERKINS**. If my memory serves me right—and I think it does—I knew this gentleman's father very well as a coal miner over in Perry County, Ky., years ago. His father had a whole group of children, and I used to see them run through Tom Smith's store. And I think you were one of them.

Mr. **FELICE**. I was.

Chairman **PERKINS**. I knew your father real well.

And this gentleman has come up the hard way and he has certain ideas and principles, and I want to compliment you. I do not know when you became superintendent over there, but I know you are a good man.

Mr. **FELICE**. Thank you, Congressman Perkins.

Chairman **PERKINS**. All right. Has Mr. Grigsby come in or anybody from Pike County? Is James Reed here yet? I do not see him. We will hear them when they come in.

Vocational Education. Wilburn Pratt, Walter Prater, Roy G. Eversole are here. Come on around. Bronelle Skaggs, Clifford Boyd, Dr. John Vansant, Randall Short, Charles Chattin and Mike Campbell. Then we have got some students we will hear a little later, but first we will hear from you.

Is Wilburn Pratt here?

Mr. **PRATT**. Yes.

Chairman **PERKINS**. All right. Go ahead, Mr. Pratt. Identify yourself for the record and go right ahead.

STATEMENT OF WILBURN PRATT, ASSISTANT SUPERINTENDENT FOR VOCATIONAL EDUCATION, KENTUCKY STATE DEPARTMENT OF EDUCATION, ASHLAND, KY.

Mr. **PRATT**. Thank you, Chairman Perkins, Congressman Goodling and Congressman Boucher. My name is Wilburn Pratt and I am the assistant superintendent for vocational education in kentucky.

Let me say that we appreciate the opportunity to appear before you today as educators in Kentucky. And while the total education system here is important, I will limit my remarks specifically to vocational education.

Chairman **PERKINS**. Without objection, all the prepared statements will go in the record.

Go right along.

Mr. PRATT. All right, sir.

We, in Kentucky, feel that we face an important job training challenge in the years ahead. While we have basically been dealing with predictable trends in the work force, we are seeing a major restructuring in our economic activity not only in this State but in the Nation.

Because of the many technological changes that are taking place as we try to gear our industry to compete worldwide, we think that major reemphasis needs to be placed in the area of job training and retraining. We think this may become more of a life-long process as opposed to training an individual for a specific skill in which he is fitted, and because of this we feel that considerable emphasis needs to be placed in this area in the future.

We also believe in Kentucky that the public vocational education system is the cornerstone for accomplishing this. Even though we have a training system in the military and the private sector, we believe that vocational education in the public system will be the cornerstone to this.

Vocational education has in the past been significantly influenced by Federal funding. We think that that should continue for our special populations, for the training and retraining job that needs to be done in the future.

We appreciate the confidence that the Congress has placed in vocational education in terms of an increased appropriation in the fiscal year 1983 budget and the consideration given for fiscal year 1984, and we encourage you to proceed with this line of thinking to assist not only us in Kentucky but vocational education throughout this Nation with the job that we feel needs to be done. Let me be a little more specific about that.

First of all, I think we need to look toward a national manpower policy. We think the influence of the Federal, State, and local partnership in vocational education can significantly assist there. The current Job Training Partnership Act, similar language in both the vocational education bill and this—that bill could significantly influence a national training policy. We urge your consideration of that.

We would urge you to continue your thinking along the lines that seem to be the trend and add a sufficient level of funding to the Vocational Education Act that would be consistent with what we consider in our experience here in Kentucky to be urgent State and local needs.

In order to prepare a well-trained work force, the experience we are currently having with business and industry points us toward more emphasis in postsecondary and adult areas. Accordingly, we would urge consideration for a greater share of Federal funding directed toward that area. We think, also, that increased emphasis should be placed on upgrading workers, apprenticeship training and retraining displaced workers.

There continues to be—even though we are experiencing some declines in our secondary enrollment in Kentucky—a strong need and opportunity for secondary vocational students. And while we do not think that we should deemphasize that, there may need to be some consideration given to a shift of emphasis for secondary students as opposed to strict job training, more emphasis on career exploration and career guidance.

We think the Federal legislation should also emphasize program improvement, the updating of equipment to meet changes in technology. We are experiencing major problems in dealing with that whole area. Although we are not being completely left behind, I guess, that is an area that we think the latest—the Federal legislation could significantly help us.

Mr. GOODLING. May I interrupt just to ask how much emphasis you are placing on trying to get more and more cooperation from the private sector in relation to the ever-changing equipment problem?

Mr. PRATT. Considerably more. In the very recent future, when we have really run into this restructuring problem, the industries that have decided to try to expand here or locate here, we have really been trying to increase that whole area of borrowing equipment from them to at least do the initial training. And they are, I must say, very cooperative.

I would also add that if you have not, you can tour the schools here and see the equipment itself dates where we are in many, many areas, and particularly the new technologies relating to computers, application to the machine shops, business and office areas, the electronics area. You can almost go down the line, and I think we need to get assistance in that area.

I would mention one other area there that I think should be considered from the standpoint of increased emphasis on program, and that being the quality of our instruction, assistance through this act to assist us in updating our current staff, retraining of our current staff to deal with new technology, new techniques, new occupations, if you will, would be of significant assistance. And we also need to continue to search for new and innovative ways to deal with curriculum, teaching methods and that whole area.

And in line with your question, Congressman Goodling, we think it would be desirable from our standpoint to encourage greater involvement between business and industry in the public vocational education, and I would suggest including a larger percentage of industrial representation on their vocational advisory committee or some-cross-breeding of the mix with vocational advisory committee.

Let me mention two or three areas that seem a little troublesome to us, at least in the current act, and I will conclude my remarks. First, to help Kentucky's program of vocational education to be more responsive to State needs, we would like some consideration given to adjustments in the Federal legislation in terms of categorical match requirements specifically for special populations.

There is, I guess, no problem with the totals, but when you get to dealing with specific projects and specific areas, well, you run into all kinds of problems of trying to—even though it is an administrative detail—all kinds of problems with trying to match small projects and getting specific things done in specific areas.

Because we have in the State of Kentucky a number of small school districts, we would also urge you to eliminate the local maintenance of effort requirement while retaining prohibitions against supplanting any Federal funds. As our secondary enrollment declines, there is an increasing number of small districts, and small school districts at the secondary level in this State, with the current requirement, just cannot maintain the level of that.

Finally, let me suggest, as I have mentioned, that the legislation encouraged cooperation and cooperative efforts between vocational education and the job training programs, such as the Job Training Partnership Act.

Let me say that I appreciate the opportunity to share our thoughts with you, and I would be happy to answer any questions that you have.

[Prepared statement of Wilburn Pratt follows:]

PREPARED STATEMENT OF WILBURN J. PRATT, ASSISTANT SUPERINTENDENT FOR VOCATIONAL EDUCATION, KENTUCKY DEPARTMENT OF EDUCATION, ASHLAND, KY

We appreciate the opportunity given to individuals from the Kentucky Department of Education to appear at this hearing to express views on education. Although the total education program in Kentucky is important, I will limit my time and remarks to my area of special interest—vocational education.

NEED FOR VOCATIONAL TRAINING

Our country faces an important job-training challenge in the years ahead. We must adjust both to predictable trends and characteristics of the labor force and to structural changes in the economy affecting the occupational, industrial, and geographic composition of the labor force. Training and retraining will be a life-long process. The need for training will be affected by trends and technology, the pace of capital formation, and the international competitiveness of U.S. goods and services.

In assisting workers to adjust to labor market imbalances that emerge from the confluence of the demographic and structural trends, we must assess the roles played by the wide variety of arrangements through which knowledge of the world of work and job skills are acquired. The public vocation education system is the basic element of a network of public and private sector efforts to equip people with both an orientation to work and occupation-specific skills.

IMPACT OF FEDERAL FUNDING

Vocational education, more than any other component of the educational system, has been influenced and directed by federal legislation and federal funds. From the passage of the Smith-Hughes Act until the present, vocational education programs throughout the Nation, and particularly in Kentucky, have been responsive to the national priorities established by Congress in the various acts relating to vocational education. The current legislation, with a strong social influence, has speeded the responsiveness of programs to meet the needs of special populations and minority groups. Federal funding has given greater opportunities for programs for nontraditional enrollment, limited English speaking ability students, and displaced homemakers. Programs for vocation training of incarcerated persons in correctional institutions have been possible with federal funds for the disadvantaged and handicapped. Institutionalized juvenile offenders have also been provided opportunities that would have been more difficult with state and local funding alone. Federal vocational funds have made possible distribution of resources to those areas which are most needed in terms of unemployment, high dropout rate, and low economic conditions.

We appreciate the confidence that Congress has placed in vocational education to provide for the job training needs of these special populations. We know that you recognize the country's vital interest in a strong comprehensive program of job skill training which meets the needs of individuals as well as the economic growth in our business and industry. Congress has expressed confidence in this system by an increased appropriation in the 1983 federal budget and consideration of further increases in 1984. We encourage you to proceed in this line of thinking with an appropriation which is sufficient to permit us to respond to the social needs of a population, while at the same time giving a stronger emphasis and direction to the manpower training needs of specific industries and occupations. This will require a greater funding for quality vocational education programs targeted to higher levels of technology and greater need for skilled and technical training.

JUSTIFICATION FOR CONTINUED SUPPORT

The nature of vocational education requires a continued partnership with federal/state funding. Cooperation is needed in order to meet the national priorities for manpower training and to mobilize the special populations of our work force. This partnership must consist of setting goals, evaluating programs, and providing funding at an adequate level to meet our objectives. There is a fundamental national and state interest in promoting human resource development designed to insure that the nation's work force possesses the skills required in the private and public sector now and during the decades ahead. Accordingly, we strongly urge support for reauthorization of the Vocational Education Act of 1963, with amendments required to make the public vocational education system responsive to these needs and opportunities of the decade ahead. The Act should be funded at a sufficient level to assure the modernization of the vocational education programs consistent with urgent national, state and local needs.

PURPOSES FOR VOCATIONAL EDUCATION

In order to prepare a well-trained work force with adequate skills and maturity, greater emphasis in funding and programs should be directed toward the postsecondary and adult program. A greater share of the federal dollar will be needed to meet the changes in technology which industry is currently undergoing. A greater percentage setaside of the basic grant or a separate title for postsecondary and adult education should provide more funds for the training of full-time postsecondary and adult students as well as increased emphasis on upgrading workers, apprenticeship training, and retraining displaced workers.

There continues to be a need for providing adequate vocational education opportunities for secondary students. Programs at the secondary level may need to shift in their emphasis from one of strict job preparation to increased funding in the area of career exploration and career guidance. The vocational component at the secondary level should stress the development of core competencies in vocational skills and a strong basic academic component. Some students will continue to prepare for specific job training at the end of the secondary level. However, more should be encouraged to improve their job opportunties and their level of skill development through postsecondary training.

While federal legislation should provide for the continuation funding of some programs, a greater emphasis for program improvement and the establishment of new programs should be included. Program improvement activities should include the updating of equipment to meet the new changes in technology in today's business and industry. The single greatest influence on educational programs is the quality of the instructors provided. Programs can be improved through the updating and retraining of staff through a variety of educational and industry related activities. We must continue to search for new and innovative or exemplary ways of offering programs of vocational education. Continued emphasis on curriculum development which is task oriented and competency based should improve the quality of educational programs provided to our students.

LINKAGES WITH BUSINESS AND INDUSTRY

Greater involvement of leaders and workers in business and industry will be essential to the future success of vocational education programs in our nation. State plans, administrative procedures, and rules and regulations must be written to permit vocational education to be more responsive to the needs of business and industry. In attempting to know their changing needs, we must include larger percentages of industrial representation on advisory councils and planning committees.

We have found business and industry willing to cooperate in providing training sites, donating equipment and supplies, assisting in updating teachers and making other kinds of contributions to the program. New legislation should encourage cooperation between the public and private sector to provide vocational programs which are relevant and also more cost effective. Flexibility in program offerings and speed in implementation will be essential requirements for job training in an environment which represents a changing technology in business and industry.

If industry representatives continue to tell us that the academic preparation of our vocational graduates must be improved, vocational education must include a strong component of basic and related academic instruction to include mathematics, science, and communication skills. In competition for jobs in economic hard times, those students with both vocational skills and basic academic preparation will find themselves better prepared.

SOME DESIRABLE ELEMENTS OF THE NEW FEDERAL LEGISLATION

To help Kentucky's program of vocational education to be more responsive to state needs, some adjustments in the federal legislation would be helpful. The elimination of the categorical match requirements for special populations while retaining the excess cost requirements and the definition of institutionalized students within excess cost, would help us provide more readily for the special populations needing vocational education.

With the declining secondary enrollment, we would urge elimination of the local maintenance of effort requirement while retaining prohibitions against supplanting federal funds, and retaining statewide maintenance of effort for vocational education.

We encourage efforts to make the State Plan for Vocational Education an operational process which insures the funds are being directed toward national priorities but without requiring the multitude of detail of reporting and procedural requirements currently involved.

Close consideration should be given to the complex arrangements of percentage setasides in the current law. A separate title for special populations, with adequate funding, would create a more visible emphasis in these programs as well as a more manageable procedure.

Finally, we suggest that the legislation encourage the cooperative efforts between vocational education and other job training programs such as the Job Training Partnership Act. Consistent definitions and planning cycles would help this cooperation at the local and state level. Involvement of advisory personnel serving in a joint capacity could help eliminate duplication and voids in the total program of job training and vocational education in our state.

CONCLUSION

I appreciate the opportunity to share suggestions on the direction of vocational education in Kentucky and throughout the nation. Adequate funding of vocational education is a necessity and not a luxury in terms of reducing unemployment and improving economic conditions in our country. We are ready and willing to respond to the training needs of our citizens and our business and industry. We request that you provide the type of legislation which insures direction toward national priorities, continues a federal/state partnership in financing these opportunities, and encourages the state to meet the social needs of our society and the manpower training needs of our complex and changing business world.

Chairman **PERKINS**. We will go along.

Walter, can we hear from you? Identify yourself for the record.

STATEMENT OF WALTER PRATER, REGIONAL DIRECTOR, VOCATIONAL REGION 12, HAZARD, KY.

Mr. **PRATER**. Congressman Perkins, Congressman Goodling, Congressman Boucher: I am Walter Prater, vocational education regional administrator from Hazard, Ky.

I am responsible for the administration and supervision of six area vocational education schools located in Breathitt County, Knott, Lee, Leslie, Letcher, Perry, Owsley and Wolfe. I also work with 11 school districts in coordinating vocational programs that are located out there in those high schools.

We are located in the Kentucky River Valley, which is in the heart of the coalfields of eastern Kentucky. I might say that life has been quite hard over the years for many of our people, and only recently have we seen the improvement and progress for the people, and certainly the poverty or bonds of poverty have begun to loosen. I think we can attribute that to many, many different things.

A few of those would be through different pieces of Federal legislation I could mention, starting back, Congressmen, in 1963 with the Vocational Education Act. You and I were there at that time, and we have seen this come about. The Appalachian Regional Commission, which was a Godsend to eastern Kentucky, the Manpower Development Training Act, all of these pieces of legislation have played their role in helping us to overcome the poverty. If you could have only been there and witnessed the progress from then until today, you can appreciate what I am saying.

We have had improved public services, improved medical facilities, improved highways, improved educational programs. All these things together certainly have brought about a better life for our people. To me, the vocational schools have played a major role in preparing our people for skilled jobs that have and are evolving.

For this upward trend to continue, vocational-technical training must continue at a high level so that our people will have the opportunity to acquire the necessary knowledge and skills to go out and compete in a very competitive world of work or labor market that they must face today.

I think a strong Federal thrust for vocational education is certainly needed if we are to meet the retraining needs of the people whose skills have been displaced or become obsolete. We must prepare to regroup, retread, retrain those people for new jobs that are coming over the horizon. I believe vocational education can and must play a major role in retraining people for jobs that are currently available. Adult vocational programs designed to retrain displaced workers, upgrade workers needing new skills and provide employable skills to new labor market entrants is essential for our Nation to continue on an upward path.

The basis for Federal investment in vocational education remains the same today as it was more than a half century ago. I think our philosophy would support that. When Congress established the concept of Federal support through passage of the Smith-Hughes Act, the goal was to strengthen vocational education. In 1963, it further strengthened. With all the other pieces of support legislation, they made a contribution. So if we are to continue to solve national economic, social, educational problems, we must have a partnership of Federal, State, and local efforts.

The national needs of today that vocational education can help address are clearly part of the Federal agenda, as I see it. I will point out four or five of those: One, responding to the need for a skilled labor force without regard to State boundaries; two, retraining displaced workers and other unemployed citizens for available jobs; three, training the workers required for the buildup of our national defense capacity. When we talk about defense, we can never man a defense posture that can be successful without a trained technical force of personnel to man the equipment and to carry it out. Four, offering the extra services required to make the disadvantaged employable.

We think in America of equality and opportunity. We owe that to all of our people and certainly we do not want those who are farthest down the ladder to be left out.

Currently, the school or the region that I represent, six schools within this region, we have large waiting lists. We have people who are coming to school for guidance, counseling, enrollment, hopefully. But, in many, many cases these folks must go on a waiting list. They must wait, in many cases, as much as a year to get in.

We have, for example, coming up next week, for our practical nursing program we are going to test 75 students. We have over 150 who are wanting to enter that program. In our heavy equipment operation program, we turn these people away daily. We take their names and put them on a waiting list. Most all programs have a waiting list.

Mr. GOODLING. May I ask a question here?

Mr. PRATER. Yes.

Mr. GOODLING. I have no problem with your entire list except one: I wonder what kind of counseling there is. I question that even if you train these 59 who are on a waiting list for cosmetology, that there would ever be any job anywhere for them anyway. Do you have a counseling program where you try to move them toward other slots, other areas where there is a demand?

Mr. PRATER. We do have a counseling program. We cover the entire spectrum with those people and explain the options, the obstacles that may be out there ahead of them. But I must state that in our region—and the statistics will support this—we have an excellent placement of our cosmetology people who are turned out of that program.

Mr. GOODLING. That item just surprised me.

Mr. PRATER. So people coming into the program are looking for a job, or whatever. They have a felt need at that point in time, and if they are young people, they are aggressive people, that felt need leads them somewhere. They come in and we tell them, well, you can go on the waiting list and you may get in 6 months from now. You can imagine what that does to that person. Really, the waiting—we turn away so many people that we are unable to enroll in programs, and this is the pathetic part of our operation.

With people desperately, as I see it, needing the training and with a goodly number of people on the waiting lists, the regional vocational programs must get additional support in order to carry out the job that is ahead of them. Now, I would say that it would be a very poor choice to create a situation—well, I guess it has already been created—to reduce the support for our programs rather than increase support.

I think you folks are aware of legislation, the GI bill, other pieces of legislation, that have paid many times over simply because we had an investment in people who were made productive, and they went out into industry or whatever the vocation and they paid back the sums of money that were spent on them. So we need more funds in that area.

Our equipment, as Mr. Pratt touched on earlier, we certainly need more money for equipment to upgrade as we move into the—maybe the second industrial revolution. We have cooperation with business and industry at the local level. In our particular situation, we operate a model coal mine. We probably have a half-million dollars in mining equipment. I am speaking of equipment that you actually run in digging coal, loading coal and transporting coal. That equipment has entirely been donated from the local coal companies in our region.

Now we feel like that is a major contribution to the success—in fact, to the making possible—of this program. There are certain areas of equipment that we cannot get the local donation, and in those areas we need the support.

If we cannot maintain our existing posture financially, then we are going to be forced in the very near future to reduce our offerings rather than increase them. I think our waiting lists have validity. I think we have people who are bona fide applicants who are wanting programs, who come to us, by the way, with deficiencies. We must, or we have, geared up to meet deficiencies in the basics. We have learning resource centers. We test folks when they come in. Whatever those deficiencies are, we try to program for them and to improve them. In many cases, if they do not have a high school education, we provide for that.

It seems more obvious that Kentucky alone cannot meet the needs that we are experiencing financially, and in a nation striving to improve its military status, high technology equipment cannot be built or maintained without a technically trained work force. Robots and computers are the tools of today, not tomorrow. Untrained people cannot maintain these devices.

Vocational education is a unique component of the American educational system. It is the most effective bridge between schools and the work place. Vocational education provides an alternative for thousands of youth who, without such an option, would become dropouts from school and society, and with the dropout rate what it is today we must do something to combat it.

I do not think—standards are great; Mr. Eversole and I discussed that this morning—we believe in standards but really what we need to look for are competencies. We can set the standards up there. They are artificial barriers. If we do not get the competencies across to the people in the classroom, I do not care how many credits you have got to get in high school, they are not going to be worth anything. It is what they have learned, the change in behavior, attitude change that is really going to pay off.

Vocational education must be a partner with the Government in efforts required to put our Nation on the course to economic recovery. I firmly believe that. We must develop the capability of our human resources, our most prized resource, and not allow our social programs to grow. If we cut back in funding—and I have heard Congressmen say this many times—if we do not provide adequate funding, then we are going to put it over on the other side of the pendulum and pay it out in social programs. Let us equip them up front and we will not have the social program to deal with.

I want to leave you with a quote from a recently released report by the National Commission on Excellence in Education. The report begins with the following, and I quote:

> Our nation is at risk. The educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a nation and a people . . . If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war. We have dismantled essential support systems which helped make educational gains possible. We have, in effect, been committing an act of unthinking unilateral education disarmament.

Vocational education pays and we need continued expanded Federal support.

Thank you for the opportunity to present this presentation.

Chairman **Perkins**. Thank you very much, Walter.

[Prepared statement of Walter Prater follows:]

PREPARED STATEMENT OF WALTER PRATER, DIRECTOR, VOCATIONAL EDUCATION REGION TWELVE, HAZARD, KY

I am Walter Prater, vocational education regional administrator from Hazard, Kentucky. I am responsible for six vocational schools in Breathitt, Knott, Lee, Lesli, Letcher, Perry, Owsley and Wolfe Counties. I also work with eleven local school districts in these eight counties. We are located in the Ky. River Valley which is in the heart of the coal fields of eastern Kentucky. Life has been hard over the years and only recently have we seen the bonds of poverty begin to loosen its grip on our people. Many things have contributed to our success; better roads, increased demand for coal, improved public services, improved medical facilities, more jobs, and better schools. Our vocational schools have played a major role in preparing our people for the skilled jobs that are evolving. For this upward trend to continue, vocational-technical training must continue at a high level so that our people will have the opportunity to acquire the skills to successfully enter the world of work.

A strong Federal thrust for adult vocational education is needed to meet the retraining needs of the people who are laid off because many of them must be retrained before employment is possible. I believe vocational education can and must play a major role in retraining people for jobs that are currently available. Adult vocational programs designed to re-train displaced workers, upgrade workers needing new skills and provide employability skills to new labor market entrants is essential for this Nation to meet the increasing demands of technology.

The basis for a Federal investment in vocational education remains the same today as it was more than a half century ago when Congress established the concept of Federal support through passage of the Smith-Hughes Act. The goal is to strengthen vocational education's ability to prepare a skilled workforce and to help solve certain national economic and social problems through a partnership of Federal, State and local governments.

The national needs of today that vocational education can help address are clearly part of the Federal agenda. They include:

1. Responding to the need for a skilled labor force without regard to State boundaries.
2. Retraining displaced workers and other unemployed citizens for available jobs.
3. Training the workers required for the buildup of our national defense capacity.
4. Offering the extra services required to make the disadvantaged employable.
5. Providing depressed communities the capacity they need to offer vocational education programs of high quality.
6. Strengthening collaboration between vocational education and the Department of Labor in efforts to give disadvantaged Americans the special help they need to become employable.

Currently, the Hazard State Vocational-Technical School, our primary post-secondary center in the region, located at Hazard, has several hundred people on the waiting lists. Our longest waiting lists in practical nursing—116, followed by 81 in heavy equipment operating engineer. Other high demand programs are business and office education—66, heavy equipment maintenance and repair—60, cosmetology—59, auto mechanics—40, welding—39, auto body—36, electricity—33, machine shop—32, drafting—29, carpentry—25, mine repair—24, electronics—15, highway technology—13, air-conditioning—14, and masonry—12. All programs offered have some people on the waiting lists.

With people desperately needing training and enough people on the waiting lists to more than fill the regional vocational education center again, this seems to be a poor time to reduce funding. When employers are being more selective in employment and the labor pool swelling, the need for skilled training increases. We need more money for equipment that is not on the horizon. The rate of equipment replacement must be increased to keep pace with technology.

If further reductions of Federal funds are made, a reduction in programs that serve people will be the net result. We have already lost funding for a guidance counselor, an industrial coordinator and other support staff. Further layoff will drastically reduce student support services and have the greatest impact on students deficient in the basic skills.

If our waiting lists have any validity, and we believe they do, we need additional staff to teach in the evenings to meet the needs or our people and to efficiently utilize the facilities and equipment that we currently have. The human need is evident, funds inhibit meetings these needs.

It seems obvious that Kentucky cannot meet the vocational education needs of the people without continuing strong Federal support. In a nation striving to improve its military status high technology equipment cannot be built or maintained without a technically trained work force. More energy efficient appliances and equipment require more technical knowledge to build and maintain. Robots and computers are the tools of today. Untrained people cannot maintain these devices. Federal and State supported vocational programs are essential for our people to meet the challenges of the technological age.

Vocational education is a unique component of the American educational system. It is the most effective bridge between schools and the workplace. Vocational education provides an alternative for thousands of youth who without such an option would become dropouts from school and society. Furthermore, literally tens of thousands of principal wage earners have been displaced with new technologies and provisions must be made for them to re-enter the labor market. Involvement in vocational education can set the youth and the persons who possess obsolete trade skills on the paths to productive careers, preparing them to become contributors to society rather than drains upon it.

Vocational education is also able to work closely with business in providing customized training to meet employers' needs for worker training and retraining required as businesses and industries retool, expand and update their plants.

At the same time, vocational education is a partner with labor, providing much of the related education required for apprenticeship programs and offering the prerequisite training needed for entry into these programs.

Finally, vocational education must be a partner with Government in efforts required to put our Nation on the course to economic recovery and an increased defense capability.

We must develop the productive capability of our human resources—our most prized resource—and not allow our social programs to grow. Every individual in America should have the opportunity to receive the education essential to become self sufficient and to make a worthwhile contribution to society.

I want to leave you with a quote from a recently released report by the National Commission on Excellence in Education. The report begins with the following, "Our Nation is at risk. The educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people . . . if an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war.

We have dismantled essential support systems which helped make (educational) gains possible. We have, in effect, been committing an act of unthinking unilateral educational disarmament." Thank you for the opportunity to make this presentation.

Chairman PERKINS. Go ahead, Roy. Roy Eversole, Hazard.

STATEMENT OF ROY G. EVERSOLE, CHAIRMAN, REGION 12 ADVISORY COUNCIL FOR VOCATIONAL EDUCATION, HAZARD, KY.

Mr. EVERSOLE. I am Roy G. Eversole, chairman of the region advisory council, region 12, from Hazard, Ky.

I have spent 42 years in public education, 28 years as a superintendent, and I have not retired. I have spent the last 10 or 11 years in the bank becoming a banker. Those 28 years that I spent as a superintendent, I managed vocational schools under the old system. Thank the Lord we have a good system now and all these other years I have been involved with the advisory council. My experience with vocational education goes back 38 years.

Mr. GOODLING. Is it your county that has become a household word all over the world because of the TV show?

Mr. EVERSOLE. I have spent a lifetime in the Kentucky River Valley. I have served the people of this valley all of my adult life and know something about the needs of the citizens of this area.

It is the philosophy of the administration and faculty of vocational education region 12 and the regional advisory council that people make the greatest contribution to themselves and to society through useful and rewarding work, and that each individual's opportunity to perform useful and rewarding work depends largely upon his or her preparation for work.

We believe each individual is entitled to work preparation through quality education and training in line with his or her interest, aptitude, ability and needs, of course, done by the counseling, and that preparation should include the development of attitudes, skills and knowledge adequate to obtain and hold a job and to change jobs and to advance on the job they are doing.

We further believe that well-trained people are necessary if our Nation is to attain the goals of increased productivity and economic development, and recover the prosperity that this Nation has experienced at both the State and National levels for the past several decades, and I realize we are not experiencing it now.

I do not think this has ever been mentioned, but I have always been dissatisfied with the training of people in our Nation as compared with the European Nations. They have attempted this through the unions, but it has never worked in this country. And I claim the vocational programs we have in this nation is an answer to it.

Walter mentioned a while ago about when we get in a war. When we got in the First World War, we did not have the trained people and we had to go into those old crash programs bringing welders and other people, machine shop people. I went through that—managed a school where we were doing those crash programs.

I want to give you a little personal philosophy which I think most of you will agree with. There are three decisions in life that everyone must make—you can divide them up more if you want to—that will determine in large measure the contribution they will make to themselves, their family or to society. If they do not make these decisions, they will just be on welfare.

These three decisions are, first, their spiritual relationship; second, their family relationship; and, last, their chosen vocation as it relates to their working life. None of these decisions can be made lightly and all will require careful analysis, planning, work and dedication. The area that I want to attempt to bring into proper perspective is the decision regarding our vocation, or, if you want to call it, a profession.

Congress became aware many years ago when they passed the Smith-Hughes Act in 1917 that Federal support was essential to the development of vocational education. The congressional bipartisan support for this program over more than 60 years has nurtured the development of a dynamic educational program designed to help individuals become self-sufficient and for communities to build a sound economic base. Now I realize that has already been covered. It has been added to through the years.

Vocational education facilities in region 12—and I have lived through this—have been upgraded from dilapidated buildings to modern facilities, equipment has been updated, new technologies have expanded, sex equity has been introduced and promoted, activities have been started to keep programs in tune with changing national and local concerns. If a program is no longer needed, you cut it out if it does not serve the needs.

Services for disadvantaged and handicapped students have greatly expanded. Region 12 vocational programs not only train coal miners, welders, carpenters—we actually build houses; we have built about four we are getting ready to sell by public auction—electronic technicians, office workers, heavy equipment operators who can not only run the thing, they can fix it right there, nurses, mechanics and many others. Perhaps at no time in our history have we needed these attributes taught more than today.

At this moment—and that is the reason that you are here—we are approaching decision time. Should legislation be, first, approved with a reduction of funds from the sum of the congressionally enacted appropriation for fiscal year 1982; or, two, should appropriations remain the same or be increased? If the administration's proposal is approved and Federal cuts are made, vocational education region 12—and it would be the same way with the other regions—serving an eight-county region of eastern Kentucky, will be greatly hampered in its efforts to produce skilled workers.

For the 1982 fiscal year, direct operated programs in vocational education region 12 received a total of 439,473 Federal dollars, or 13.6 percent of the total budget. Part of these dollars were used to update obsolete equipment in all programs. Programs receiving 50 to 100 percent Federal funding were: learning lab, related instruction, counseling, consumer education, work study, and cooperative education.

And here is the bottom line: A reduction in these funds plus competing with other programs in a block grant—that is a block grant, there are too many things that can get in there—would mean a loss of five programs and eight employees in vocational education region 12, and the same way across the State and the Nation. These programs would have the greatest impact on students needing support services designed to build their basic skills to complete training and become wage earners and taxpayers.

In region 12, approximately 66 percent of the secondary and adult long-term students are disadvantaged and/or handicapped. Now, that means that we have to help them financially.

At the end of the 1981-82 school year, region 12 had served approximately 2,700 secondary and adult long-term students in guidance and counseling, related instruction, learning lab—to include the GED program—and financial services, of which approximately 1,782 were disadvantaged and handicapped. The loss of any fractional portion of these services will be counterproductive and contribute to an increased dropout rate.

In addition, in the 1981-82 school year, region 12 served 1,706 students in mine safety training programs. With the number of miners killed in Kentucky alone in recent months, we must all acknowledge the need for this training.

Now, I think some of you might jump me and say, well, it went down recently. Well, the only reason it went down was because they are not mining as much coal now and they are not mining in as many of those small mines. That is the reason it went down.

This program has been federally funded. However, Federal funds have been eliminated or reduced necessitating a drastic cut in the program. If we hope to curtail mining fatalities in the future, we must expand training in this area. Now we are set up for the basic training.

Business, industry and labor have been very generous in supporting vocational education. Their support, which includes materials, equipment and supplies, totals more than half a million dollars over the past 3 years. A strong cooperative program is in progress with local business and industry providing the training stations for vocational education students.

Walter was just telling us about all that equipment that we have got up there in that mock mine. This program helps the school to stay in tune with the needs of business and industry and assists the students in making the transition from school to the job.

And the final statement: We recognize the difficult issues which the President and Congress face in attempting to reduce inflation and balance the budget. We read it and hear it in the media every day. Yet, failure to increase appropriations to vocational education or reduce appropriations using the block grant will have the effect of heightening rather than reducing our economic problems of inflation, youth unemployment, reduce productivity and the shortage of skilled workers.

We have invested in our region—and they have done the same thing in others—in bricks and mortar for modern facilities to train skilled workers, and it would be counterproductive to the State and the Nation to allow these facilities to stand vacant while our unemployment rate continues to rise.

Over the past decade, Federal support for vocational education has tailed off, and I know what the philosophy is: Let the State and local people do it. But the local and State dollars—we have had time to learn this—have not made up the difference. With the demand for State and local dollars, there is no reason to believe this is going to happen now, especially in this time of a gradual recovery. The State and local dollars are not going to take care of it. We still must have support from the Federal Government.

Thank you very much.

Chairman PERKINS. Thank you very much, Roy.

Our next witness, we will go over now to Bronelle Skaggs.

Bronelle, go ahead.

STATEMENT OF BRONELLE SKAGGS, REGIONAL DIRECTOR, VOCATIONAL EDUCATION, REGION 11, PAINTSVILLE, KY.

Mr. SKAGGS. Congressman Perkins, Congressman Goodling, Congressman Boucher: I am Bronelle Skaggs, vocational education region administrator in Pike, Floyd, Johnson, Marshall, and Nelson Counties. We are headed at Mayo School in Paintsville, Ky.

I, too, as Mr. Prater mentioned, am responsible for six vocational schools in that area, and we work with seven local school districts. We have an excellent working relationship with them because we all have the same philosophy, and that is to try to help the people in the mountains of eastern Kentucky have a better life through education.

Now, to improve education in America, we must address the entire spectrum of our social and educational system. Now, I am not going to try to do all that this morning, and much of what I wanted to say has already been said, and I am going to give an abbreviated form, if that is acceptable, Congressman Perkins, and give——

Chairman PERKINS. Without objection, all the prepared statements will be inserted in the record.

Go ahead in any way you want to.

Mr. SKAGGS [continuing]. And get to the point of what I really want to say to you.

It is my opinion that vocational education at the secondary and postsecondary levels must be a strong and integral part of the total educational programs. With the advancing technology that has already been mentioned, we must have the best program that this Nation has ever had. It is my opinion that—as Mr. Eversole just testified a moment ago—it is going to take a strong link between the local, State and Federal Governments in order to accomplish this.

We know about the administration suggestion that a 50 percent or even more in the Federal appropriation for vocational education be made, and it is my opinion that this is the worst thing that could possibly be done. I want to give you just a few reasons.

At our postsecondary center, Mayo State Vocational School in Paintsville, Ky., we have about 1,700 people on the waiting list this morning that we cannot enroll. In the area of the LPN, licensed practical nurse, we have approximately 250 people that want into that program that we cannot enroll.

The interesting point, Congressman Goodling, that you mentioned a few moments ago about cosmetology, I read somewhere that in times of economic downswing that ladies go to their cosmetologists more for a facelift even if they do not have any money.

Mr. GOODLING. With what do they pay?

Mr. SKAGGS. I do not know. Perhaps men do that also and go to the barbershop more, and so forth. Our printing teacher tells me that in times of economic downswing, that there is more billing and more advertising and the printing business booms. Our students in these two areas have been placed quite well, as Mr. Prater indicated earlier.

Chairman PERKINS. Walter, what is your waiting list at Hazard?

Mr. PRATER. About 800.

Mr. SKAGGS. As has been mentioned, in order to have a modern program with modern equipment to teach such things as computer-assisted drafting, computer-controlled machines, laser beam equipment and things of this nature, we do not have the money to purchase that kind of equipment. Certainly, the co-op program will help us, but we need more.

Also, we must strengthen the basic skills of students. They are coming to us with weaknesses in math and reading, and we have to do more.

Also, it appears to me that in order to deal with the advanced technology, it may be necessary to put physics and chemistry labs in our vocational schools, and we do not have the money to do that. We are going to need Federal assistance, in my opinion, to do this kind of thing.

Also, in region 11 we need better guidance services. In our six vocational schools, we have three guidance counselors. All three of them have masters degrees in guidance and counseling, very capable people, but the ratio is 600 students approximately to each counselor. We feel this should be about 300 to 1. These people work just as hard as they can, but the counseling services are inadequate.

There is much talk about cutting back on student financial aid programs, and I think that would be a disaster. I want to share with you what happened with one of our young ladies just a few days ago.

She is enrolled in cosmetology at Mayo State Vocational Technical School in Paintsville, and she was riding with another student. This student dropped out of school and this young lady lost her ride. She was so determined to go to school to improve herself that she rode a bicycle from West Liberty, Ky. to Paintsville, Ky., which is 40 miles. And the interesting point is she was there at 8:45 a.m. for class. She was not tardy.

She has dropped out of school for 2 weeks and is working, and as soon as we can get her grant and so forth approved, this young lady will come back to school. And she says, "You are not going to throw me out of this school," and we would not dream of doing that. In fact, we are going to help her. And if we have to, we will take money out of our own pockets and help her to educate herself because of her interest.

I think we need a busing program. This young lady should not have to ride a bicycle. She should ride a bus paid for by the State of Kentucky and the United States of America, if necessary. I would like to see us have a busing program at our school.

With such a vast increase of information and technology, all of us are going to have to go back to school. We are getting older and our hair is thinning, but I think we are going to have to go back to school to improve our management of schools so we can be better at our jobs.

I want to make two more points, Congressman Perkins, and then I will conclude.

With the development of the Job Training and Partnership Act, with strong Federal support for vocational education, with strong State support and local support, I think we can be successful if we do one other thing. In this entire spectrum, it is my honest opinion that much of the problems that are being attributed to our school are there, but we are going to have to include one other group in order to be successful, and that is the parents.

I think Federal money should be spent in a multimedia approach to apprise the parents of the summation of their responsibility of parenting, of their responsibility to see that their children are in school and on time, that they get their homework, and that the parents visit the schools and work together; instead of spending too much time interested in suing the schools, to spend time making them better.

I believe that vocational education does not cost but that it pays. Someone has said that for each $1 invested in vocational education, that $11 are returned through tax money that people earn. I do not know that that is true, but I read that somewhere.

I thank you for the opportunity to testify this morning.
[Prepared statement of Bronelle Skaggs follows:]

PREPARED STATEMENT OF BRONELLE SKAGGS, VOCATIONAL EDUCATION REGION ELEVEN ADMINISTRATOR

VOCATIONAL EDUCATION FOR THE 80'S AND 90'S

To improve education in America, we must address the entire spectrum of our social and educational system. It is my opinion that vocational education at the secondary and post-secondary levels must be an integral part of the total educational programs. With advancing technology all about us and the need for skilled and competent people to build, operate, maintain, and repair highly technical devices of modern society, it is going to require the best vocational and technical programs possible. It does not appear that the local educational agencies and state agencies alone can provide the programs needed to prepare people for today's jobs in the vocational and technical areas. A partnership between local, state, and Federal government is essential to properly fund vocational education at an acceptable level. Currently there are those who would cut Federal funding for vocational education by 50 percent or more. It seems to me that this is the worst time possible to consider cutting Federal funding. I believe there are some reasons for strong Federal funding and I want to share them with you.

1. At our post-secondary center, Mayo State Vocational-Technical School, in Paintsville, Kentucky, we currently have over 1700 people on the waiting list, yet we do not have enough funds to provide programs for these people.

2. We have made improvements in the equipment at our vocational schools, yet we do not have adequate funding for the equipment we need to teach the high technology programs essential today. We need equipment for computer assisted drafting, numerical control machine shop equipment, laser beam equipment and others. Our funds for equipment will not stretch this far

3. We need funding to help strengthen basic skills of our students. Many of our students are weak in reading and math skills. We are helping them now and we need to do more.

4. With advancing technology, it appears that post-secondary vocational schools need physics and chemistry laboratories to teach the related science skills to our students. We need help in this area.

5. In Region Eleven we need more guidance services. We have three guidance counselors to serve six vocational schools. They have a student/counselor ratio of approximately 600 to one. This needs to be reduced to 300 to one.

6. Stronger student financial aid programs are needed to assist worthy students to attend school. We are concerned that some of these programs are being cut back. I am told we recently had a student that rode a bicycle 40 miles to one of our schools because this student wanted an education. We must help people with that kind of determination.

7. With the vast increase in information and technology, teachers and administrators must involve themselves more in staff development in order to stay as current as possible. We need Federal financial assistance to do this.

8. To have a strong nation requires manpower development to the highest level possible. Federal funding is needed to provide this human development potential.

9. The Job Training Partnership Act goes a long way in helping train people for today's jobs. Federal funding for vocational education will help complement this effort.

10. With the development of the Job Training Partnership Act and the continuation of stronger Federal support for vocational education, there is one other area of the triangle that must be given consideration if the public schools in the nation are to be successful. In my opinion, Federal funding should be set aside for a multimedia approach on the national level to apprise parents and others of the importance of the home and the responsibilities of parenting and of ways the parents can help their children who are in school. Our schools may not be failing as bad as some people believe. The leading problem may be the failure at the home.

Thank you for the opportunity to testify to you. I am positive that you, Congressman Perkins, and the members of this committee will give these matters serious consideration.

Mr. GOODLING. Our problem is that every group that comes before this committee has those same statistics, and when we get to the end of the day we do not know where we can cut anything. In fact, we get to the end of the day and there simply isn't anywhere we can cut.

Chairman PERKINS. Go ahead, Mr. Boyd.

STATEMENT OF CLIFFORD BOYD, REGIONAL CHAIRMAN OF THE ADVISORY COMMITTEE, KENTUCKY POWER CO., PAINTSVILLE, KY.

Mr. BOYD. I am Clifford Boyd, the chairman of Vocational Education in region 11.

Everything that I have prepared today has been said at least once or twice here today, so basically I will just throw a few ideas out at you.

In the United States it appears there is a lack of job skill and attitude preparation for those in the work force. The company I work for has a problem of people that will apply themselves to the job to be done.

I was telling Bronelle on the way down that everybody is looking for a job. They come in and say they are looking for a job, but they are looking for a position. There are two things they are interested in; quitting time and payday. They do not care whether they do anything in between. They make all their coffee breaks, though.

Another area we need, and I think this could be handled through stronger vocational training, training for a job and preparing to work.

The basic thing, the biggest thing that I see in this deal is to try to get the attitude of the people who enter a work field, their attitude ought to be to earn a dollar that they receive.

I feel that vocational schools will help a lot of people because we all cannot be doctors and lawyers. Somebody has to work with their hands and I feel that we can train people in vocational schools better than anything that I know of today.

Bronelle touched on the vocational, the need for counselors in the schools, I think, and I know this from a personal experience, in one vocational school—Mayo to be exact—where a guy spent a term in auto mechanics and decided about the time he finished auto mechanics that that was not what he wanted to do.

So he took another term in another class. I do not know if he ever went into that field or not, but he spent 4 years in two 2-year classes at vocational school.

But I do feel this: If he could have talked to a counselor and worked with a counselor closer, he would not have spent 2 years in one class and then decided that was not his field.

A job well done has a whole lot of satisfaction to it.

There is not enough money locally or statewide for the things that we need to do in vocational training, so I think that the Federal Government, out of necessity, should fund vocational schools better and in the end—I have read this somewhere, I have heard it somewhere or something and I would like to share it with you—if you give a man a fish, you feed him for a day; if you teach him how to fish, you feed him for a lifetime. I thank you.

Chairman PERKINS. Thank you.

[Prepared statement of Clifford Boyd follows:]

PREPARED STATEMENT OF CLIFFORD BOYD, CHAIRMAN, VOCATIONAL EDUCATION REGION ELEVEN ADVISORY COUNCIL

FEDERAL FUNDING

In the United States, there appears to be a lack of job skill and attitude preparation for those who are entering the world of work. With the company that I work for one of our challenges is to find people for employment, people who are willing to give of themselves to the task that needs to be done.

One solution to this problem is a strong vocational training program that has a national thrust of preparing people for the world of work.

Another area that needs to be improved is the reinforcement of basic educational skills so that people can function better in their work place. Federal funding is needed to help the vocational schools provide stronger support services in the area of basic educational skills. I hope strong consideration will be given to this area.

To help people make proper personal and vocational decisions, there needs to be an increase in the number of counselors at the vocational schools. In Region Eleven, which is comprised of Pike, Floyd, Johnson, Martin, and Magoffin Counties, six vocational schools have only three counselors. It is my opinion that we should have one vocational guidance counselor at each school and at least two full-time counselors at the Mayo State Vocational-Technical School.

There needs to be a thrust in this country to restore the dignity of work to help people take a more positive attitude toward their work and to have satisfaction in a job well done.

It does not seem that there is enough money at the local and state levels to have a modern and up-to-date vocational-technical program that we need today. Federal support for our programs will be necessary to have this type of program.

In conclusion, I would like to share this with you, "If you give a man a fish, you can feed him for a day. If you teach him how to fish, he can feed himself for a lifetime."

Chairman PERKINS. Dr. Vansant, go ahead.

Dr. VANSANT. Mr. Perkins, if I could, Mr. Randall Short is our vice chairman of region 9 and if he could go first, I will go second.

Chairman PERKINS. All right. Go right ahead.

STATEMENT OF RANDALL SHORT, VICE CHAIRMAN, THE ADVISORY COMMITTEE, OWINGSVILLE, KY.

Mr. SHORT. Good morning. I appreciate the invitation——

Chairman PERKINS. Identify yourself for everybody.

Mr. SHORT. I am Randy Short. I am the vice chairman of region 9.

Chairman PERKINS. Go right ahead.

Mr. SHORT. I agree with most everything everyone else has said. One of the comments that Mr. Pratt said a while ago, I feel like—I feel obligated to say in particular I agree with that.

Mr. Pratt mentioned that he felt like this country needs a national manpower policy and I feel like we have heard a lot about the safety net and I feel like a national manpower policy would be one of the things that, if there is a goal to be established, especially one of the things that would truly be a safety net.

I am going to try to go briefly over what my statement has in it. I am not going to cover all of it, but some of the things I feel like are most important.

In region 9—region 9 consists of 10 counties and there are approximately 115,000 people within the region. There are approximately 43,000 people in the work force, with 17,000 in sales and service, 9,000 in manufacturing, 7,000 in government, 7,000 in agriculture, and 3,000 commuting out of the region.

The educational level is between eighth and ninth grades and only 58 percent of persons over 25 years of age have completed eighth grade. The high school completion rate is approximately 65 percent; the dropout rate is 35 percent.

There are 35 percent of the high school graduates attending college. The dropout rate in colleges runs approximately 50 percent. Four percent of the high school graduates attend postsecondary vocational programs.

A recent study indicates that approximately one-fourth of applicants of jobs at employment services have had some vocational training.

Of the high school graduates, approximately 1,650 are available to enroll in postsecondary programs in vocational education. This does not count a vast number who have been bypassed in the years past who need training.

Vocational education programs for secondary students are located in local high schools and area vocational education centers during the regular school day. Adult long term vocational programs are housed for the most part during late afternoon and evening hours.

Four area vocational education centers located at Maysville, Mount Sterling, Morehead, and West Liberty are double-shifted from 8 a.m. until 11 p.m., to provide opportunities for both secondary and adult long-term students.

Also, 11 HUD mobile units are utilized for classrooms, laboratories, and offices at three of the centers. We are utilizing rented facilities for two programs. Because of lack of facilities, only 10 program areas are offered and only 2 of these during the regular daytime hours.

In order to serve at least 20 percent of the population needing adult long-term programs in a wider range of program, a $5 million State vocational/technical school is being constructed on a seven-acre site adjacent to the new Rowan County Senior High school just off Route 32 north of Morehead.

Even though prospective students do not presently have an opportunity in region 9 to enroll in adult long-term programs because of inadequate facilities, this situation will be corrected when construction is completed and funds are available for implementing programs.

In summary, vocational education opportunities are needed in our area to permit business and industrial growth. The resources needed to make our region productive are available. We have an abundance of land, plenty of energy, adequate water supply and a labor force willing to work.

With viable programs to train a labor force to meet manpower needs, region 9 will be able to realize its potential as a full contributor to the social, economic, and political climate in Kentucky.

In brief, gentlemen, we have not had that much vocational education in region 9 because we have lacked the facilities.

We are now getting the vocational/technical school in Morehead and we are hopeful this will help us with our vocational education needs in the future, but any money we can get we sure need as far as vocational expense is concerned.

[Prepared statement of Randall Short follows:]

PREPARED STATEMENT OF RANDALL SHORT, VICE-CHAIRMAN, VOCATIONAL EDUCATION REGION NINE ADVISORY COMMITTEE

Vocational Education Region Nine is made up of ten counties, the Gateway Area Development District (Bath, Menifee, Montgomery, Morgan, and Rowan) and the Buffalo Trace Area Development District (Bracken, Fleming, Lewis, Mason, and Robertson). Region Nine is the "Heartland of Northeast Kentucky."

Region Nine has the most space for growth in Kentucky, with 38 persons per square mile.

The region is belted by I-64 east and west; Route 32 and 11 north and south; Route 68 on the northern border; and Route 460 on the southern border. Rail and river transportation is also available.

There is an abundance of water with the Cave Run Lake and The Licking River in the interior, and the Ohio River along the northern boundary from Lewis to Mason to Bracken counties.

There is an abundance of energy with shale deposits (Lewis, Fleming, Montgomery, and Rowan counties). We are near coal, natural gas, and petroleum to the south. Power plants are in abundance along the Ohio River.

Other resources include timber, limestone, clay, and an abundance of agricultural products.

We have approximately 115,000 people within the region. There are approximately 43,000 in the work force, with 17,000 in sales and service, 9,000 in manufacturing, 7,000 in government, 7,000 in agriculture, and 3,000 commuting out of the region.

The education level is between 8th and 9th grade; only 58 percent of persons over 25 years of age have completed 8th grade.

The high school completion rate is approximately 65 percent; the dropout rate is 35 percent. (Figured on number of 9th graders completing high school.)

There are 35 percent of the high school graduates attending college. The dropout rate in colleges runs approximately 50 percent. Four percent of the high school graduates attend post-secondary vocational programs.

A recent study indicates that approximately one-fourth of applicants for jobs at employment services have had some vocational training.

Of the high school graduates, approximately 1,650 are available to enroll in post-secondary programs in Vocational Education. This doesn't count a vast number who have been by-passed in years past who need training.

Vocational Education programs for secondary students are located in local high schools and area vocational education centers during the regular school day. Adult long term vocational programs are housed for the most part during late afternoon and evening hours. Four area vocational education centers located at Maysville, Mt. Sterling, Morehead, and West Liberty, are double-shifted from 8 a.m. until 11 p.m. to provide opportunities for both secondary and adult long term students. Also, 11 HUD mobile units are utilized for classrooms, laboratories, and offices at three of the centers. We are utilizing rented facilities for two programs.

Because of lack of facilities, only ten program areas are offered and only two of these during the regular, day-time hours.

In order to serve at least 20 percent of the population needing adult long term programs in a wider range of programs, a five million dollar state vocational-technical school is being constructed on a seven acre site adjacent to the new Rowan County Senior High School, just off route 32 north of Morehead. Even though prospective students do not presently have an opportunity in Region Nine to enroll in adult long term programs because of inadequate facilities, this situation will be corrected when construction is completed and funds are available for implementing programs.

In summary, Vocational Education opportunities are needed in our area to permit business and industrial growth. The resources needed to make our region productive are available. We have an abundance of land, plenty of energy, adequate water supply, and a labor force willing to work. With viable programs to train a labor force to meet manpower needs, Region Nine will be able to realize its potential as a full contributor to the social, economic, and political climate in Kentucky.

Chairman PERKINS. Dr. Vansant.

STATEMENT OF JOHN VANSANT, DIRECTOR, VOCATIONAL EDUCATION, REGION 9, MOREHEAD, KY.

Dr. VANSANT. Thank you, Congressman Perkins, Congressman Boucher, and Congressman Goodling.

I am John Vansant. I am the regional administrator for vocational education, region 9.

As Mr. Short indicated, region 9 is a 10-county area, the most sparsely settled area in the State of Kentucky. It does not mean that we do not have good people and good land, but we have got a lot of potential. I think Randy has indicated this to you.

We have four vocational educational centers. Two of them were built with—three of them, rather, with ARC funding and the one in Maysville is not an ARC county. It was built by the local board.

We serve 12 school districts. As Randy has indicated to you, we are very, very short of facilities.

Region 9, probably more than any of the other 14 regions in the State, has had less money to spend on direct operating programs for vocational education.

Our budget is less than 4 percent of the total.

We have been asked to cut back $95,000 in the next biennium and we did some figuring and our projection of need for operation and construction and equipment in region 9 does not add up to a $95,000 cut.

I ran through the figures and it adds up to a $9,312,000 increase that is needed to begin to meet the needs in Region 9 and have got all that in the prepared statement.

We need to increase program offerings from the 10 that we presently have to the 20-plus areas that are recognized by the Department of Education.

Chairman PERKINS. Let me ask you a question at that point: With all of the problems we have at the Federal level, we are not throwing in the sponge by any means. We are still plugging and plugging hard for additional funding and we may get some additional funding. It may not be too much but what about your—what are your chances at the local level and the State level for additional funding?

Just tell us how much more money you need.

Dr. VANSANT. Well, at the local level it would be very difficult to come by at this point in time, except inkind. You know, we accept all that we can possibly get.

At the State level, without an increase in revenue at the State level, I do not see any help unless the economy improves much more rapidy than we are seeing at the present time.

I think the Federal investment certainly is necessary for us to have what we need.

As Randy has indicated, we are building a State vocational/technical school in the Morehead area but we serve three trade areas. We do not have adequate facilities in the Maysville area, which is 45 miles from Morehead. We do not have adequate facilities at Mount Sterling, which is 35 miles from Morehead and these areas, as trade areas, serve a large fringe area around them.

One point that I would certainly like to make is the need for our updating of programs that we have to meet the technological advances that we know about and we need to supply programs to enhance quality in all the programs.

Mr. Pratt has alluded to this. We need programs that provide computer assistance, industrial type operations, robotics to replace manpower, use of electromechanical equipment to increase production are just a few that must be incorporated into our instructional programs.

Another important consideration—and we are becoming more and more aware of this—with the technological advances we need to keep the academics, the developmental programs, math at all levels from fractions through applied geometry and trigonometry must be taught to students in certain areas that are applicable.

The sciences, and I think someone mentioned this, perhaps Bronelle, physics, chemistry, and biology must be taught in the program areas.

Technical reading and writing, human relations must be stressed. Our student teacher learns something on what behavioral pattern changes are and we need to learn about ourselves.

I think this is very important.

Consumer and family life skills continues to be important if we are going to train the individual to become a worthy home member and certainly an economic partner in society.

Then we still are plagued by the students that we get who have not achieved academically.

Randy indicated that our achievement level in region 9 is about eighth grade and 3 months average and that is at least four grades below the State level. So we have got a real problem.

We bring people in with these lower achievement levels and we need to have career development plans so that we can give them remedial type programs to get them ready to participate fully in instructional programs.

The instructional programs indicated are necessary if vocational education is to train qualified persons for today's industry.

Another thing I would emphasize is the fact that programs probably need to be of longer length than the ones we have had in the past. Two years may not cut it for many people who are going in high tech or more technological types of occupations and we also need to have additional opportunity for upgrading skills.

Another thing that we need very desperately are additional people to help us recruit students, establish industrial contacts and development of a placement program for completors, and follow these up to insure success.

The changes I have mentioned are just the beginning. Vocational-technical education is to train, and I understand approximately 80 percent of the people need this type of training. Then we need a strong commitment of funding at all levels, Congressman Perkins—local, State, and certainly from the Federal level—and Federal funding can assist States and local units with financial support and give us direction. The employment situation, particularly as it relates to change, is too critical to leave to "chance," and this has been mentioned in your remarks.

Talking about the risks we are taking, I am appalled. I have five children. Three of them are not through school yet. I have got four grandchildren. They are going to live well into the next century. How are they going to live? What is going to be their level of living? I do not know. I worry about them. I am concerned about it and we need adequate funding for our vocational-technical programs now.

Just one other point—and I will not bother to go over this, but I have another insert to go into the record, if you don't mind. It is one that I gave you 2 years ago. It is called vocational education of—I have a proposal here that gives vocational education some equity with higher education and secondary education.

I would like for you to read that and consider it. I do not know that it needs to be part of the legislation or not, but vocational education needs to get out of this illegitimate role that we have been in and have a pedigree, and I am suggesting a means to get that pedigree.

Our education has got semester hours and quarter hours, and high school and secondary has current years. We do not have a damn thing but clock hours and accomplishments. We recommend to people these accomplishments and let them award the credits.

Why should not vocational education give some kind of credit?

[Prepared statement of John Vansant follows:]

PREPARED STATEMENT OF DR. JOHN H. VANSANT, REGIONAL DIRECTOR, VOCATIONAL EDUCATION REGION NINE, ASHLAND, KY.

Vocational Education Region Nine serves the fewest students in vocational education programs in the state due to limited facilities and a small budget. At present time we do not have adequate facilities nor support and instructional staff to provide programs needed to meet manpower needs.

Because we have the smallest budget (less than 4 percent of vocational funding for direct operations), we have been asked to propose cuts of only $95,000 in our budget for 1984-86 biennium. However, to meet our projected needs, we have asked for $1,309,650 to operate the new Rowan State Vocational-Technical School being build the first year of the biennium (see attachment 1). Also in our biennial budget request, we are asking for the following to meet vocational education program needs in Region Nine. (Attachment 2)

Maysville AVEC Site	
Construction	$4,270,000
Equipment	1,036,000
Operation - 1984	1,637,000
	$6,943,000
Montgomery County AVEC Site	
Construction	$591,000
Equipment	75,000
Operations	148,000
	$814,000

Regional Office	
Construction, only	$246,000

To meet proposed training needs in Vocational Education Region Nine, in addition to the five million dollar Rowan State Vocational-Technical School project, the following is needed:

Construction	$5,107,000
Operations	3,094,650
Equipment	1,111,000
	$9,312,650

In addition to the need to increase program offerings from 10 areas to 20(+) areas proposed above, emphasis must be placed on updating programs to meet technological advances and supplying complementary programs to enhance quality in all programs.

The need for high technological advances to be incorporated into applicable programs such as the use of computers to assist industrial operations, robotics to replace manpower, and use of electro-mechanical equipment to increase production are just a few of the needs that must be incorporated into instructional programs.

Also, academics that are developmental must be taught. Math at all levels from fractions through solid geometry and trigonometry must be taught to students in applicable programs. Sciences, such as physics, chemistry, and biology must be taught and applied to the program areas. Technical reading and writing must be stressed. Also, human relations to teach us about ourselves and how we learn through behavioral pattern changes need to be empahsized. Consumer and family life skills to help students gain insight into their economic and family relationships need to be taught.

In addition to the above, because of low educational achievement level of many we enroll, a career development plan must encompass the teaching of remedial skills based upon individualized instruction determined by testing by competent counselors and teachers.

The instructional programs indicated are necessary if vocational education is to train a qualified employee for today's changing industry. Also, programs may need to be longer in length and require additional opportunity for upgrading skills.

Also, additional personnel are needed to recruit students, establish industrial contacts, and development a placement program for completors of programs and follow-up to insure success and input into vocational programs.

The changes mentioned are probably just a beginning. If vocational-technical education is to train approximately 80 percent of the labor force to staff business and industry, a strong committment for funding must be made at all levels. Federal funding can assist states and local units with financial support and direction. The employment situation, particularly as it relates to change, is too critical to leave to "chance"; a concerted effort with adequate funding for vocational-technical training programs is needed now.

Attachment 1

Kentucky Department of Education

Raymond Barber, Superintendent of Public Instruction

MEMORANDUM

TO: Polly Ball

FROM: John Vansant John

DATE: April 13, 1983

SUBJECT: BIENNIAL BUDGET FY-84-86

Attached is our budget reduction worksheet for fiscal years 84-85 and 85-86 reducing our budget amount by $95,000.

Also attached is the budget expansion request for the Rowan State Vocational-Technical School to cover salaries, fringe benefits, and supplies. You will note in the first year we are asking for $1,309,650 and in the second year $1,390.409.

If you need additional information, please let me know.

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Attachments

BIENNIAL BUDGET
FY 84-86
BUDGET REDUCTION WORKSHEET

	AMOUNT OF REDUCTION:	$95,000.00
1.	Classroom Supply Reduce each by 7.334%	-10,000.00
2.	Adult Upgrade/Public Service Eliminate equipment	- 6,000.00
3.	Adult Upgrade Reduction general	-10,000.00
4.	Equipment/Replacement Eliminate	-25,000.00
5.	Cut two teachers	-44,000.00

Budget reductions are in priority order.

ROWAN STATE VOCATIONAL-TECHNICAL SCHOOL
BIENNIAL BUDGET REQUEST
FY 84-85

Operations (Salary)	$ 156,300
Principal (1)	
Asst. Principal (1)	
Receptionist (Sec. III) (2)	
Fiscal Technician (2)	
Secretary III (1)	
Maintenance Worker Sr. (1)	
Janitor (3)	
Fringe Benefits	41,000
Operational Costs	157,350
Guidance	49,000
Co-op Education	22,000
Teacher Rank II (1)	
Classroom Teachers' Salaries	773,000
Nurse Coordinator (Dept. Head) (1)	
Agriculture (1)	
Business and Office (4)	
Health Careers (1)	
Licensed Practical Nursing (2)	
Respiratory Therapy (2)	
Basic Education (1)	
Learning Center (1)	
Related (1)	
Public Service (1)	
Consumer and Family Life Skills (1)	
Auto Mechanics (2)	
Carpentry (2)	
Heating, Air/Conditioning (1)	
Machine Shop (1)	
Drafting (1)	
Welding (2)	
Electricity (1)	
Diesel Mechanics (2)	
Industrial Education Dept. Head (1)	
Classroom Supplies	111,000
TOTAL - 1st. year request	$1,309,650
2nd. year request	$1,390,409

$1,309,650 plus 7 percent salary increase and 5 percent overhead costs increase

Attachment 2

Kentucky Department of Education

Raymond Barber, Superintendent of Public Instruction

MEMORANDUM

TO: Wilburn Pratt

FROM: John H. Vansant John

DATE: March 1, 1983

SUBJECT: PROPOSED CAPITOL CONSTRUCTION PROJECTS FOR VOCATIONAL EDUCATION REGION NINE - 84-85 BIENNIUM

I am forwarding to you information pertaining to proposed construction projects as follows:

1. Maysville Vo-Tech School
2. Regional Office at Morehead
3. Montgomery County AVEC Expansion

I believe the enclosed format will indicate size proposal, programs, and/or facilities needed and costs for the same, including equipment.

If you need any additional information, please let me know.

ra

Enclosures

Proposed Facility Maysville Vo-Tech School Location Maysville, Kentucky

Proposed Program	Teachers	Work Stations	Square Feet of Space	Type of Space	No. of Shifts			Estimated Equipment Cost
					S	P.S.	A	
Licensed Practical Nurse	2	24	2,800	Laboratory		X		$ 20,000
Business and Office	4	36	5,000	Specialized	X	X		98,000
Diesel Mechanics	1	16	5,000	Shop		X		100,000
Health Careers	1	20	1,800	Laboratory	X			16,000
Welding	2	18	4,000	Shop	X	X		95,000
Horticulture	1	20	5,000	Headhouse & Greenhouse		X		15,000
Farm Mechanics	2	16	4,000	Shop	X	X		12,000
Commercial Communications	1	13	2,000	Laboratory		X		59,000
Building Maintenance	1	18	4,000	Shop		X		50,000
Cosmetology	1	18	2,000	Laboratory		X		40,000
Machine Shop	2	18	4,000	Shop	X	X		291,000
Printing	1	12	2,500	Shop		X		250,000
Classrooms (10)			7,500	Classroom				
Auxiliary/Support Space								$1,036,000
A. Administrative								
1. Offices			1,500					
2. Work Rooms			2,000					
3. Storage			500					
4. Restrooms			500					
B. General Storage			1,500					
C. Other								
1. Mechanical			1,000					
2. Student Areas			2,400					
TOTALS			59,000					

Proposed Funding:

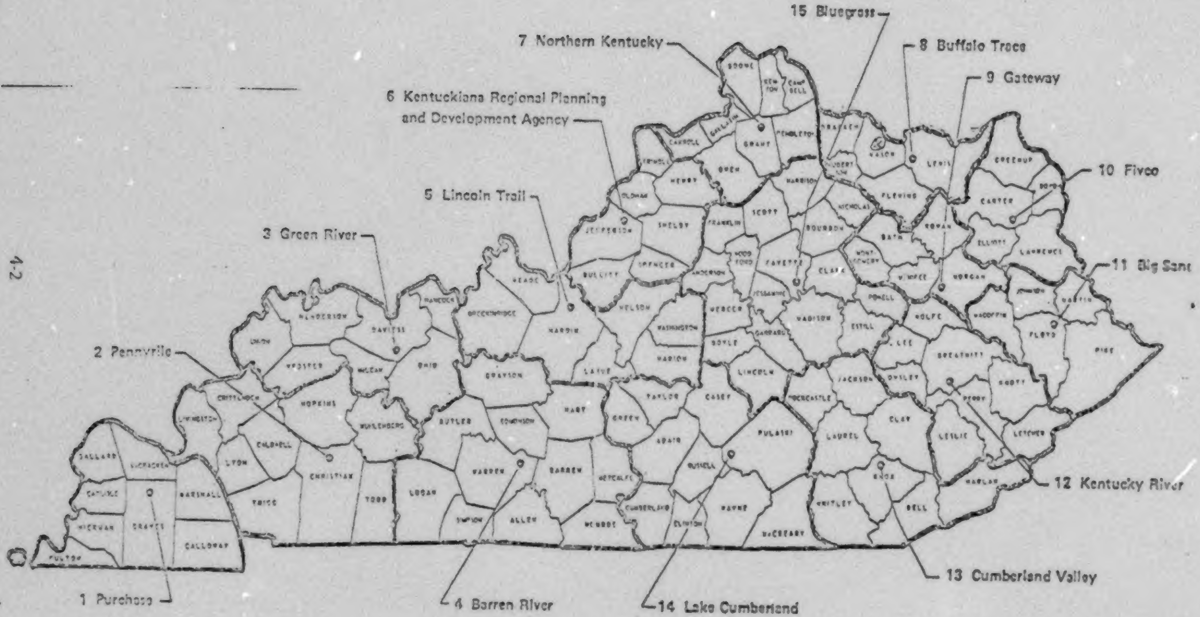
	State	Local	Total
Construction	$2,478,000		$2,478,000
Architect/Engineer's Fees (6% ±)	177,000		177,000
Site Acquisition	20,000		20,000
Contingency (10% of construction)	295,000		295,000
Equipment	1,200,000*		1,200,000
TOTAL	$4,270,000		$4,270,000

Projected Operating Expense:

Fiscal Year	FY-84	FY-85	FY-86	FY-87	FY-88
100 - Salaries	$ 437,000	$456,000	$475,000	$500,000	$530,000
300 - Operation		90,000	100,000	120,000	150,000
600 - Capital Outlay	1,200,000	200,000	50,000	100,000	110,000
TOTAL	$1,637,000	$746,000	$625,000	$720,000	$790,000

Narrative: In order to meet the needs of clientele needing vocational education programs, services, and activities in the Buffalo Trace Area Development District, it is necessary to expand program offerings in this area. Maysville is the trade area for the five-county area in Buffalo Trace, as well as the adjoining counties in Ohio. This proposed application is designed to expand the present five-program facility in Maysville by adding twelve additional programs, (Three of these programs now exist in rented or crowded facilities available.) to more nearly meet the needs of students and business and industry in the area. We must also keep in mind that many of the individuals trained and/or educated will migrate toward the Northern Kentucky area and the Central Kentucky area for employment.

Note: The map included shows the Buffalo Trace Area Development District and areas adjacent to it in Ohio.


15 Bluegrass
7 Northern Kentucky
8 Buffalo Trace
9 Gateway
6 Kentuckiana Regional Planning and Development Agency
10 Fivco
5 Lincoln Trail
3 Green River
11 Big Sand
2 Pennyrile
12 Kentucky River
13 Cumberland Valley
1 Purchase
4 Barren River
14 Lake Cumberland
BOONE
KENTON
CAMPBELL
GALLATIN
CARROLL
TRIMBLE
GRANT
PENDLETON
BRACKEN
MASON
LEWIS
GREENUP
BOYD
CARTER
ROBERTSON
HARRISON
FLEMING
ROWAN
OWEN
HENRY
OLDHAM
SHELBY
JEFFERSON
FRANKLIN
SCOTT
BOURBON
NICHOLAS
BATH
ELLIOTT
LAWRENCE
MONTGOMERY
MENIFEE
MORGAN
JOHNSON
MARTIN
WOODFORD
FAYETTE
CLARK
ANDERSON
SPENCER
BULLITT
MEADE
HANCOCK
HENDERSON
DAVIESS
BRECKINRIDGE
HARDIN
NELSON
WASHINGTON
MERCER
JESSAMINE
MADISON
ESTILL
POWELL
WOLFE
MAGOFFIN
FLOYD
PIKE
UNION
WEBSTER
MCLEAN
OHIO
GRAYSON
LARUE
MARION
BOYLE
GARRARD
LEE
BREATHITT
KNOTT
CRITTENDEN
HOPKINS
LIVINGSTON
MUHLENBERG
BUTLER
EDMONSON
HART
TAYLOR
CASEY
LINCOLN
ROCKCASTLE
JACKSON
OWSLEY
PERRY
LETCHER
GREEN
ADAIR
PULASKI
LAUREL
CLAY
LESLIE
BALLARD
MCCRACKEN
CALDWELL
LYON
CHRISTIAN
WARREN
BARREN
METCALFE
RUSSELL
KNOX
HARLAN
CARLISLE
MARSHALL
TRIGG
TODD
LOGAN
CUMBERLAND
WAYNE
WHITLEY
BELL
HICKMAN
GRAVES
CALLOWAY
SIMPSON
ALLEN
MONROE
CLINTON
MCCREARY
FULTON

Ⓧ Maysville AVEC - Proposed Expansion to Voc-Tech. School.

Proposed Facility Montgomery Co. AVEC (Expansion) Location Mt. Sterling, Kentucky

Proposed Programs	Teachers	Work Stations	Square Feet of Space	Type of Space	No. of Shifts			Estimated Equipment Cost
					S	P.S.	A	
Welding	2	18	3,000	Shop	1	1		$ 75,000
Auto Body	2	18	3,600	Shop	1	1		23,000
Health Occupations	1	18	1,800	Classroom & laboratory	1			12,000
Classrooms			1,500		2			
Auxiliary/Support Space			400					
A. Administrative								
1. Offices								
2. Work Rooms								
3. Storage								
4. Restrooms								
B. General Storage								
C. Other								
1. Mechanical								
2. Student Areas								
TOTALS			10,201					$115,000

Proposed Funding:

	State	Local	Total
Construction	$408,000	$102,000	$510,000
Architect/Engineer's Fees (6%±)	24,480	6,120	30,600
Site Acquisition	N/A		
Contingency (10% of construction)	40,800	10,200	51,000
Equipment	60,000	15,000	75,000
TOTAL	$533,280	$133,320	$666,600

Projected Operating Expense:

Fiscal Year	FY-84	FY-85	FY-86	FY-87	FY-88
100 - Salaries	$115,000	$120,000	$125,000	$130,000	$140,000
300 - Operation	8,000	9,000	9,500	10,500	21,000
650 - Capital Outlay	25,000	10,000	8,000	12,000	10,000
TOTAL	$148,000	$139,000	$142,500	$152,500	$171,000

Narrative: The initial application to expand the Montgomery County Area Vocational Education Center was submitted in December, 1972 and was revised in 1973. The initial expansion called for welding, auto body, health occupations, and ornamental horticulture. Since that time the local board has expanded vocational offerings in agriculture to include ornamental horticulture. However, the need still remains for welding, auto body, and health occupations. This updated application includes information for those programs.

Proposed Facility ___ Regional Office ___ Location ___ Morehead, Kentucky

Instructional Program	Teachers	Work Stations	Square Feet of Space	Type of Space	No. of Shifts S	P.S.	A	Estimated Equipment Cost
Regional Office	20		5,000					
Classrooms								
Auxiliary/Support Space								
A. Administrative								
1. Offices								
2. Work Rooms								
3. Storage								
4. Restrooms								
B. General Storage								
C. Other								
1. Mechanical								
2. Student Areas								
TOTALS	20		5,000					

Proposed Funding:

	State	Local	Total
Construction	$200,000		
Architect/Engineer's Fees (6% +)	6,000		
Site Acquisition	20,000		
Contingency (10% of construction)	20,000		
Equipment	N/A		
TOTAL	$246,000		

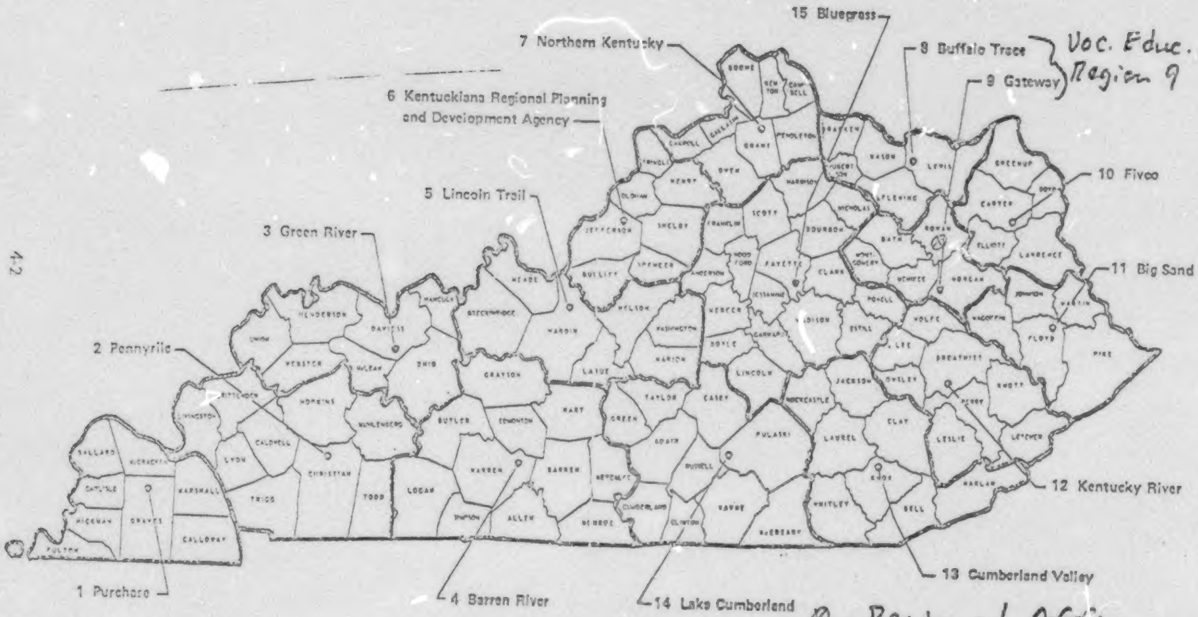
Projected Operating Expense:

Fiscal Year	FY-84	FY-85	FY-86	FY-87	FY-88
100 - Salaries	N/A				
300 - Operation					
500 - Capital Outlay					
TOTAL					

Narrative: In a letter to Dr. Carl Lamar, dated March 10, 1975, I first indicated to him that Region Nine needed to construct a Regional Office to house the regional staff. For the past ten and one half years, Region Nine has rented office space to house the regional staff. This has been both expensive and at times inadequate. At this time I know that I am speaking for our entire vocational staff in Region Nine in making this request for facilities to house the regional staff. A Regional Office comprising [illegible],000 square feet to adequately house regional staff and care for immediate and future needs is proposed.

The regional staff of Region Nine serve a ten-county area (Gateway and Buffalo Trace ADD districts). Vocational programs are housed in four facilities for direct programs, one regional university, one community college and fourteen high schools. A Regional Office in the Morehead area would be no more than a one-hour drive from any facility.

A map is included showing the boundries of Region Nine and the location of the proposed Regional Office.


15 Bluegrass
7 Northern Kentucky
8 Buffalo Trace
9 Gateway
6 Kentuckiana Regional Planning and Development Agency
10 Fivco
5 Lincoln Trail
3 Green River
11 Big Sand
2 Pennyrile
12 Kentucky River
13 Cumberland Valley
1 Purchase
4 Barren River
14 Lake Cumberland
BOONE
KENTON
CAMPBELL
CARROLL
GALLATIN
GRANT
PENDLETON
BRACKEN
MASON
LEWIS
GREENUP
BOYD
TRIMBLE
HENRY
OWEN
HARRISON
ROBERTSON
FLEMING
CARTER
OLDHAM
JEFFERSON
SHELBY
FRANKLIN
SCOTT
BOURBON
NICHOLAS
BATH
ROWAN
ELLIOTT
LAWRENCE
BULLITT
SPENCER
ANDERSON
WOODFORD
FAYETTE
CLARK
MONTGOMERY
MENIFEE
MORGAN
JOHNSON
MARTIN
MEADE
HANCOCK
BRECKINRIDGE
HARDIN
NELSON
WASHINGTON
MERCER
JESSAMINE
MADISON
ESTILL
POWELL
WOLFE
MAGOFFIN
FLOYD
PIKE
HENDERSON
DAVIESS
UNION
WEBSTER
McLEAN
OHIO
GRAYSON
LARUE
MARION
BOYLE
GARRARD
LINCOLN
LEE
BREATHITT
KNOTT
CRITTENDEN
LIVINGSTON
HOPKINS
MUHLENBERG
BUTLER
EDMONSON
HART
GREEN
TAYLOR
CASEY
ROCKCASTLE
JACKSON
OWSLEY
PERRY
BALLARD
McCRACKEN
LYON
CALDWELL
CHRISTIAN
TODD
LOGAN
WARREN
BARREN
METCALFE
ADAIR
RUSSELL
PULASKI
LAUREL
CLAY
LESLIE
LETCHER
CARLISLE
GRAVES
MARSHALL
TRIGG
SIMPSON
ALLEN
MONROE
CUMBERLAND
CLINTON
WAYNE
McCREARY
WHITLEY
KNOX
BELL
HARLAN
HICKMAN
FULTON
CALLOWAY

Voc. Educ.
Region 9

⊗ - Regional Office -
Morehead, Ky

VOCATIONAL EDUCATION - A VIABLE DELIVERY SYSTEM

Vocational Education is as American as apple pie (fried, baked, or boiled). Part of our problem is recognition. Vocational Education is serving needs in our economic matrix. Programs in Vocational Education are the most adaptable of any educational delivery system. Therefore, Vocational Education is the most viable educational delivery system we have. Vocational Education is coming of age because of its continuing track record. However, some in higher education and those academically inclined in the secondary school may consider Vocational Education as an "illegitimate" education delivery system; it doesn't have the pedigree - Higher Education (semester, quarter hours) - Secondary Education (Carnegie units) - These are measures of their homogeneity. Vocational Education has no common denominator for its pedigree, we have used clock hours of instruction and competencies. I proposed a pedigree for Vocational Education and measures of validating this pedigree with higher education and secondary education to this committee two years ago. A measure of instruction called vocational unit (30 hours of instruction) might be used to measure vocational programs and equate it with higher education and secondary education. A thing as simple as a pedigree (vocational unit) might help give Vocational Education the legitimacy it needs to be recognized as a viable educational delivery system that can fill the gap for training workers to meet the occupational needs in our social, economic, political society.

VOCATIONAL UNIT - A MEASURE OF INSTRUCTION

Institutions (state vocational-technical schools and area vocational education centers in Kentucky) providing vocational programs for students at the secondary and adult levels, typically, report progress of students by competencies learned and/or clock hours completed. The purpose of this article is to recommend for consideration the vocational unit as a measure of instruction for vocational programs. The author, in discussing this concept with vocational educators, has found broad consensus for the concept.

If Vocational Education is to take its rightful place as one of the dominant educational delivery systems along with secondary education and higher education, a unit to measure instruction must be established. The vocational unit for Vocational Education can be analogous with the Carnegie Unit for secondary education and the semester hour for higher education.

The following nine points are presented in support of the vocational unit and three recommendations follow to implement the vocational unit as the common denominator for measuring vocational programs and providing articulation with secondary and higher education delivery systems.

1. Vocational Education is a relatively new educational delivery system. Its historical base is much more recent than the secondary school and higher education.
2. Vocational Education institutions typically grant certificates and/or diplomas for programs completed based upon clock hours or competencies learned.
3. Vocational Education typically recommends to secondary schools clock hours of instruction and/or competencies accomplished which they equate into Carnegie credits and to higher education,clock hours of instruction and/or competencies accomplished which they equate into semester hours.

4. Vocational Education has no common denominator to equate clock hours into Carnegie credits in the secondary school or semester hours in the higher education institution sense.

5. Vocational Education, as far as I know, does not grant either Carnegie credits or semester hours for work completed but has functioned in the role of a recommending institution only.

5. Vocational Education needs a unit of measure (equivalency) to translate clock hours and/or competencies learned into a form of equivalent credit. This unit needs to be easily equated with Carnegie credits in the secondary setting and semester hours in the higher education setting.

7. Vocational Education could establish a unit of measure, a vocational unit. This unit, could or should, represent 30 hours of satisfactory vocational training completed.

8. A Carnegie credit is based upon one hour per day of satisfactory learning completed for 175 days, less excused absenses, etc.

9. A semester hour is based upon one hour of satisfactory instruction completed per week for 15 weeks, less excused absenses, etc.

RECOMMENDATIONS

1. One vocational unit be granted for 30 hours of satisfactory vocational training completed or its equivalent

2. One vocational unit be equated to 0.2 Carnegie credit with consent of a diploma granting secondary school

3. One vocational unit be equated to one semester hour with consent of a diploma granting higher education institution

NOTE: Vocational competencies can be equated to clock hours, thence to vocational units to enhance ease of transfer to secondary schools and institutions of higher education.

This article was written by: Dr. John H. Vansant, Regional Director
Vocational Education Region Nine
P. O. Box 698 - 32 S Christy
Morehead, KY 40351

Phone - (606) 784-7541

Chairman **Perkins**. Charles, we are delighted to hear from you now. Start off by telling us the number on your waiting list here.

STATEMENT OF CHARLES E. CHATTIN, REGIONAL DIRECTOR, VOCATIONAL REGION 10, ASHLAND, KY.

Mr. **Chattin**. The number on the waiting list at the present time—of course, I was going to relate to that—is 3,634 students.

Chairman **Perkins**. What would it take to erase that and serve all of them?

Mr. **Chattin**. It would take more instructors, more programs. We attempt here to run all the programs in which we have funding for. We exhaust our funds each year on upgrading. Apprenticeship training was exhausted back in about January of this year and we were fortunate to request some more money from the department of vocational education in which they did allow us $11,000 more. We had lost 2 months minimum of teaching more people out of industry and out of labor in our apprenticeship programs because of the fact it was being exhausted in funds. So we had a lapse there of a couple of months.

Our total enrollment today has been 5,681 people, meaning that we had utilized the facilities to our maximum, and the maximum means to the level of funding that we had whether it is State, whether it is Federal, or whether it is local.

From time to time, you people have mentioned the input of industry. When it comes to industry and labor here, I would say that for every $100,000 in which the State and Federal Government puts in, industry puts in $100,000 to help supplement salaries, to buy equipment, to buy supplies. So I think that industry has been doing their part, labor has been doing their part. I think the State is doing the best they can, and probably the Federal Government.

We have never had any hangups with your committee, Congressman, supporting vocational education. We feel like that everybody has done the best job that they can, but we do have the problem of whether or not we are going to retrain people; are we going to get the economy moving back.

We now have defense plants that are requesting people, trade-trained people. The information I get from them is not as much high technology that we are really putting emphasis on as it is to being able to be retrained or cross-trained, meaning if we are sending some welders to some of the shipyards, they are looking more toward being able to cross-train these people.

People in this country are going to start doing more than one job. They are not going to any longer stand and let a pipefitter fit a piece of pipe together for 4 hours and the welder works 4 hours welding the pipe. They are getting to the point they are going to get the man putting the pipe there, he is going to weld the pipe, and he is going to finish the job.

We all know there has been featherbedding in this country for years and years in both labor and management, both, and I think industry is aware of it. I think the labor unions are aware of it and people are going to have to put out 8 hours for 8 hours' pay. And I think this is one of our key things today, is getting this across to our people, that they are going to have to be well enough educated;

that if you are a machinist, that you may go to an industrial plant and become a millwright, which is a cross-training type of individual from having some experience in welding, some experience in auto mechanics and various trades.

Now, we are finding this is going to be a very significant thing in education at the present time. I think we all get too alarmed on high technology and I think there definitely is a need. There are so many people being trained in high technology. We are willing to get geared up.

We have had people here today stating that they needed physics. We have physics. We have had physics since 1968 being taught here in this State's schools. We have two or three related teachers that teach the math, the applied chemistry. We do not feel like we are too far behind on moving forward, but to move forward do we have the funds to do it? Can we employ additional electronical technicians tomorrow? Can we employ an instrumentation tomorrow, a man tomorrow?

There are many areas in which if we do not have any funding, we are not going to be able to do it, and I do not see that we are in a position to come back and cut off 50 percent of any vocational education staff to replace them with high tech people. If we have a need for carpenters, we still have a need for carpenters. Just because we are going to use the laser beam is no reason why that is not just one step up the ladder from what you are already training people. They need the basic skills.

Up until the time that this is completely wiped out and we go to computers and we need no workers at all except somebody to push a button, I have a feeling again we must listen to our craft advisory committees; we must listen to the regional advisory committees.

We understand what is going on in region 10 with industry and labor both, and if they are ready to move into a different field, we are the first ones wanting to move in. But when you have to move in, we do not have the funds. Again, we go back to the same thing. Whether it is State, whether it is Federal, whether it is local, if you do not have the money to make a change, and change quickly, I think this is where we are losing out.

Our timing is bad from the standpoint of changing from one thing to another. When we have a demand for something, we should be able to respond. But, at the present time, we do not respond; we cannot respond.

We have a $3 million facility being built next door, across the street, as you Congressmen have noticed, I am sure, coming in. Now, what is the problem with the $3 million? That is great. I know it is going to add additional technologies and all, but at the present time with the State of Kentucky saying that this region must back off $161,000 on ongoing programs beginning with the 1984-86 budget, that means with the present budget you cut out $161,000. Yet, you have got to increase teachers' salaries, you have got inflation that you still have to a certain degree, and yet we are to turn in and say we have got to cut back $161,000.

The program over here at the present time in 1984 will cost, for equipment, $550,000, which at the present time we do not have. Hopefully, the State or someone is going to come along with it. If we went into operation of the school over there right today and we put the number of people to work to teach diesel heavy mechanic equipment, implementation, high technology, the learning centers and all in which we have proposed for, it will cost $517,000 for operation.

At the present time, you are still talking about a $161,000 cutback. So if you take the cutback and just those two items alone in 1984, we will need $1,228,000 total to put that facility into operation. And I am sure that Mr. Pratt and people in Frankfort are concerned and worried about getting it off the ground in 1984.

So I think these are the real problems. I do not know the answer. I do not know that Congress has got this kind of money to actually start supporting more of the high-tech fields. We must retrain. There is no question about it.

Armco and Ashland Oil and companies are not going to take back all of the people they have got unemployed. It is not going to happen. We are going to have some type of retraining to redirect these people, and we must provide some assistance to help them get there, whether it is stipends, whether it is travel. But unemployed people are unemployed people, and if they do not have 20 cents to get from Greenup and put gas in their cars and get up here, I am not sure they are going to get here, and I am concerned.

The man I have with me today is going to head the biggest part of this SDA up, service delivery areas, and our JPPA programs, which have been passed by Congress, and I think it is great. There is no question about it.

We have one area in the State of Kentucky, E. K. Stepps, which I am sure all of you are interested and know about, which grandfathered into under the CETA concept. The rest of the State is going to be on a basis of providing training without any stipends, without any travel allowances, I think, according to the law. Now they have not been thoroughly interpreted, but at the same time people that come here right today from Grayson, from Olive Hill, and say, well, why do most of them drop out, most of them drop out because their Federal grants which they get through the Pell grant have been exhausted. They do not have the money to put gas in the car to get here to Ashland to go to school. Therefore, they have got a problem. They cannot get here and they have to withdraw from school saying, "I do not have enough money to put gas in the car."

Now, if we are going into JPPA, it does concern me that we are talking about a certain level of people unemployed that need retraining and all. And I am getting a little concerned of how are they going to get here from Olive Hill and how are they going to get here from Grayson if there is no subsistence provided whatsoever, no gas money or travel money? It concerns me.

I am just wondering how successful our JPPA programs are going to be. They may be great on-job training. I think it would be great when Armco goes through, picks and wants 20 people trained, they will provide the training. The people then, because they are Armco, they are going to be retraining, will be entitled, I think, to some subsistence there from the standpoint that Armco guarantees they are going to employ them. So those kinds of programs would be great.

I am afraid that in vocational education that we are not going to see the boom. You have got the money in the program; there is no question about it. But whether or not we are going to be able to get those low-income people here, I am not sure.

[Prepared statement of Charles Chattin follows:]

PREPARED STATEMENT OF CHARLES E. CHATTIN, REGIONAL ADMINISTRATOR, VOCATIONAL EDUCATION REGION TEN, KENTUCKY DEPARTMENT OF EDUCATION

I am Charles E. Chattin, Regional Administrator for Vocational Education Region Ten.

I wish to thank you, and the entire Congress for the excellent support you have provided for vocational education over the past 20 years. Thank you for this opportuntiy to present our views on the progress and needs of vocational education.

Vocational education region ten is composed of five counties in eastern Kentucky. All are in the 7th Congressional District which is very capably represented by Congressman Carl Perkins. The five counties are: Boyd, Carter, Elliott, Greenup, and Lawrence. All are in the Appalachian region of Kentucky. Vocational education is provided to citizens of the region through vocational education centers in Boyd, Carter, Russell, and Greenup; a vocational education department in Lawrence County High School; Ashland State Vocational-Technical school; Ashland Community College; and each of the eleven high schools in the region.

All programs in the region are operating at or near capacity. The attached table, for Ashland State Vocational-Technical School, provides a good indication of the progress and needs of vocational education in the region.

The enrollment totals indicate that a significant effort is being made to provide vocational training in the region. However, the waiting list totals indicate that greater effort is needed. On March 13, 1981, when this committee met in Paul G. Blazer High School in Ashland, there were 1,697 people on our waiting list for long term adult programs and 687 for upgrade and apprenticeship programs. Today the totals are 2,814 for long term adult and 820 for upgrade and apprenticeship training. These totals represent increases of 65.8 and 19.4 percent respectively. Part of this increase in demand for training is due to the current depression. However, a large part of it is due to people being displaced by technology. In order to meet the training needs of people, we believe it will be necessary to provide training in more of the "high technology areas" that are in demand today and will be needed in the future.

The addition to the Ashland State school, now under construction, will provide training opportunities for about 200 additional students. However, the shortfall in State revenue is putting the completion of the new facility in jeopardy. Additional funding will be needed as follows:

For equipment	$550,000
For operation	517,000
Possible cut from budget	161,000
Total	1,228,000

We believe that, due to its responsibilities for national defense, the Federal Government has an important and growing roll to play in training and retraining workers as technology changes in the workplace. We believe that a Federal-State-local partnership will be necessary to meet these needs.

We believe that Federal assistance will be essential in the areas of updating equipment, research, and updating the skills of instructional personnel. State and local agencies need to revise delivery systems and methods to reduce response time when industry and individuals need training. Education can no longer lag 5 to 10 years behind business and industry.

The new Job Training Partnership Act, Public Law 97-300, will need to be reviewed and possibly amended as we gain experience in implementing it. One area that may need attention is provision for stipends and/or travel for needy students.

TABLE I.—ASHLAND STATE VOCATIONAL-TECHNICAL SCHOOL CUMULATIVE ENROLLMENT AND WAITING LIST THROUGH MAY 9, 1983

Program	1982-83 enrollment		Waiting list as of 5-9-83	
	Secondary	Long-term adult	Kentucky	Out of State
1. Auto body repair	22	33	44	3
2. Auto mechanics	33	53	39	
3. General clerical	0	47	43	
4. Secretarial-stenographic	0	61	18	
5. Child care	6	23	6	
6. Commercial foods	11	19	6	
7. Cosmetology	0	58	276	5
8. Drafting	13	85	147	7
9. Electricity	16	101	121	28
10. Electronics	0	114	95	12
11. Machine shop	25	59	120	10
12. Nurse assistant	0	0	301	17
13. Licensed practical nurse	0	94	861	101
14. Radio and TV repair	0	32	15	0
15. Tool and diemaking	0	23	34	8
16. Welding	28	115	157	135
17. Carpentry	25	26	56	2
18. Heavy equipment maintenance[1]	0	0	109	2
19. Instrumentation[1]	0	0	33	3
Totals (full time)	173	943	2,481	333
20. Apprenticeship	0	183	160	0
21. Upgrade	0	1,011	660	0
22. First aid/CPR	0	1,920	0	0
23. Public service (fireman training)	0	1,451	0	0
Totals (part time)	0	4,565	820	0
Subtotals	173	5,508	3,301	333
Total enrollments (5,681)				
Total waiting list (3,634)				

[1] New programs to be implemented when facilities are completed.

Chairman PERKINS. It is being proposed in Washington, Charlie—there may be others that may want to comment on this discussion—a 40-percent cut in vocational education and a block grant for vocational and adult education.

Does anybody here support that?

Mr. CHATTIN. I do not think so. I do not think you would find anybody wanting a block grant.

Mr. PRATT. I think Mr. Eversole probably reflected the collective views of the vocational education establishment, et cetera.

Chairman PERKINS. Now, let me ask you, Charlie, another question.

A recent report released in Kentucky showed that for every 100 manufacturing jobs the State lost, we only gained 62 service jobs in the last 4 years. This report also claimed that Kentucky has one of the least educated work forces in the country with less than half of the rural work force having a high school education. And this report said that the best way for Kentucky to improve its job prospect was to improve its education system.

Do you agree with this conclusion? And do you believe that this is also true for other States outside of Kentucky? And how will your vocational programs participate along this line?

Mr. **Chattin**. I think, one, it may have some merit to it, but I think this is throughout the world. I do not think it would be Kentucky or would be the other States any more than it would be anyplace.

I think there are certain people you are going to educate and certain people are going to take advantage of it, and certain people are going to end up with a livelihood that wants to work. You are still going to work the rest of your life with some people that are not going to achieve these things. Basically, they may have been raised in the environment in which takes the exception that they are not going to be workers.

I take strong, bitter offense to saying about the work force in the State of Kentucky, after knowing our unions and our labor force for the 30, 35 years in this area here alone, that when New York has a big construction job or Detroit has a big construction job, or Chicago, the first place when they start calling people out of the unions will be right here in this tristate area. They will notify business agents that we want all the plumbers and pipefitters that we can get to come to New York.

I am not saying they are smart. I am saying we have got the hardest working labor force in the State of Kentucky as any State in the Union, and I do not take any exceptions to any of them. I know in Detroit when we had the entire work force practically out of Ashland in Detroit working 16 hours a day until jobs were finished up there, they must think something about the attitude and the work habits of a Kentuckian. Now, he may not be the brain or may not be the smartest, but industry and labor wants somebody that is willing to work 8 hours a day for 8 hours' pay, and many people are smart and will not work. They can go up and loaf 6 hours a day and work 2 hours a day.

So, therefore, I feel like that, sure, we have all got problems with educating people. I think the vocational education programs in the State of Kentucky are making a strong effort to turn out as many good people as any other State in the Union. But it many times is the problem, No. 1, we have got to reeducate a lot of our teachers. I think it is a real problem with JPPA and with high technology coming along, that we are talking about going into robotics and we are going into sophisticated types of training.

Do we realize that we have not got our own teachers trained in these fields to be able to teach, and yet we have the problem right now if we don't have an Oak Ridge, Tenn., setup like we used to when we would send a drafting teacher down there, we would send an electronics teacher down there. A tool and dye maker from here went down there and really was taught the high tech field. That was back in the Sputnik days.

Now we are coming into a different area and we are going into high tech, but we do not have funds to send persons to Pittsburgh or to Dallas, Tex., that is needed for 2, 3, 4 weeks. We are going to have to educate our own teachers first. And then we talk about we will have a meeting—and Mr. Pratt knows—let's cut off half the people you have got already in the State schools and let us go out and hire 50 percent new people. It is not easily done. When you are talking about a person that is in robots and probably getting a

$50,000, $60,000, $70,000 salary a year, you are not going to get him into vocational education at $20,000. It is just that simple.

Now, you have people in your own organization that are smart enough and capable enough to take that one more step higher, but I think we really need help in the educational field to the teachers, the instructors, to get them educated. And I am all for buying the $17 million worth of equipment or whatever we are going to do, but when we are buying that equipment let us have people that can teach it. Let's do not set it back in the classroom and put it in the corner and that teacher keeps going but he knows nothing about it, and I think we have got problems.

Chairman **Perkins**. Could we ever get all of our local and State people coordinated to the point to say to us that we can only raise so much money and we need this much more to do the necessary training and get people employed in areas? I think if we could do that throughout the country in all of the congressional districts, it would be easier to sell and get more money.

Mr. Goodling and I and Mr. Boucher hope we can get more money for you up there this year, but it is going to be a terrible problem. We do not know what will happen in the Senate, but we are going to come out of our committee with more money. And we increased the budget resolution, the ceiling, and put more money in it for you just a few weeks ago, within the last 2 or 3 weeks. So many people are like myself; we all have to be educated. But when that bill gets over to the Senate, I do not know where we are going.

It is a considerable worry to come down here and find that you have a shortage of funds, that the quality of your programs is affected, that you need more equipment, and that the outlook is bleak at the State level and the local level. We want to do everything in our power to make sure that we do the best job possible and do the right thing in the long run. It is money in the pockets of the Government, but getting all these points across is a real difficult task.

Chairman **Perkins**. Do you want to say something?

Mr. **Chattin**. Mr. Jim Conn.

Chairman **Perkins**. Go ahead, sir.

STATEMENT OF JAMES CONN, MEMBER, REGION 10 ADVISORY BOARD, ASHLAND, KY.

Mr. **Conn**. I am James Conn with the Region 10 Advisory Board. I am a member of the advisory board. I am the associate director for the Area Development District.

Chairman **Perkins**. All right. Go ahead.

Mr. **Conn**. I have been working for vocational education for the last 11 years here. We have been awfully fortunate here. We have one of the few areas that we can call an urban area. An urban area in eastern Kentucky, I think, is anything over a couple thousand people. So we have been real fortunate in having large industries that have been able to hire most of the people Charlie and his people can train.

We are not at that level now because major industries are hurting just as much as the coal counties are. That makes it even more important now that the people we train have a reasonable chance of obtaining employment.

Chairman **Perkins**. Discuss what placement records you have in view of the unemployed that you have in the area today.

Mr. **Conn**. Well, the placement record—now, this is vocational education that should answer that; not from the Advisory Counsel—but we have certain specialties that have a very high placement record, such as in the medical placement field, LPN's, and those people that we train here. They have a very high placement record.

We did have a very high placement record in some of the very high-skilled levels, such as welding, and so on. I do not think you will find that now. Charlie will have to answer to that. I enter into it because we do fund through the Area Development District because we operate with CETA, and we will probably do the same thing with JPPA to achieve a placement record, you know, that is acceptable.

I do not think every place in the State of Kentucky needs high technology. Maybe when you talk about could you get all the people in the State to go together and say we need this equipment, maybe just one or two or three areas need to have it. Charlie mentioned we do not have an Oak Ridge, Tenn., but we could have some places that maybe advanced graduates from this school go to somewhere else or they come here.

We are coming in the immediate area since the job opportunities for the skilled levels, machinists, welding, is not as great. We are getting more and more calls for service-related jobs. The numbers may not be as great and the pay surely will not be as great, but there is a need, and vocational education is going to have to try and respond to that.

We do not have—and we probably never had—the luxury of training people for jobs that are nonexistent. Higher education has had that luxury in some of the fields for quite a long time, and that is great if they can afford to go to school. But when we trained teachers for nonexisting jobs, I think we did a disservice to those people that got out and are looking for jobs. Every time that we have a job opportunity—and the schools probably know this—you will get 100 applicants for every job, and these people are from undergraduate degrees to graduate degrees that are not trained in a specific skill level that is needed. We cannot afford that luxury now in vocational education; probably never could.

Lifestyles have been mentioned here—you know, how do you treat people; how do they learn the job values or work values? There are a lot of other people other than vocational education that are going to have to enter into that.

They have all talked about doing remedial programs. It is unfortunate that you had to do remedial programs for high school graduates, but this is the case. One of the recommendations that is going to be made from this panel that is looking at the sorry state of public education is to go more not to the diversity of fields you have, but go to 4 years of English, 3 or 4 of math, and so on. And one of the recommendations is going to be that every student take a half a year of computer-type work. This may be great.

We are very proud of the area of vocational schools here and of the secondary vocational schools. We are in a pinch. We are enjoying, if you can call it enjoying, the highest unemployment level we have had in years and probably forever in the counties. Boyd and Greenup is an example. They are higher than they have ever been, and this is because there is no placement now in those fields such as Armco and Ashland Oil, some people that are in heavy manufacturing, and so on.

The one thing from our standpoint—because we hope to work with vocational education, you know, as long as we can—they turn out a good graduate; they are very well accepted anywhere in the world. Charlie said he gets calls from Detroit and other places. The work force is accepted throughout the areas; that they are known as being a very good, consistent work force when they are trained here.

But vocational education needs to have the flexibility, and this may be internal with the State—and I have discussed this many times—to be able to react to business changes, and so on. Maybe it is lack of planning that we do that does not allow us to give that 1- or 2-year leadtime, but I would hate to see if you have got a school set up that can train people and workers have to go somewhere else to train to come back into local industry. I hope we never get to that point. It could be if they have some very quick openings and so on that we will be to that point.

The money part—everybody has mentioned the money part, and I am sure there is a great need. There is also a tremendous need to go ahead and continue to turn out people who have a very reasonable, almost an assured chance of getting a job and also teach them the basics. They talk about going to basics in secondary education. I think we continue to have the need to teach the basics.

I do agree with Charlie that you can, on high technology, whatever that means—if you have a person that trained in the basic skills, he is a lot easier to train on up. I hope that they can achieve whatever money that they need. They do need support, and the local community has supported vocational education and I am sure will continue to do so.

Chairman Perkins. Mr. Goodling?

Mr. Goodling. Just three quick observations, Mr. Chairman.

First of all, let me review a course called American Government No. I. In American Government No. I we discovered that the administration proposes and only the Congress disposes. I am pretty proud to say that in the last year I think both the Senate side, in dealing with education, and those of us on the House side, have been very responsible in that job of disposing. So when you read a lot of proposals, they do not really mean anything until you see what Congress gets around to do in terms of disposing.

The second observation I would make is that in a recent study that I just read, this question was asked: Why in this country, where the per pupil expenditure for education is greater than any other industrialized nation, is the gap between goals desired and achieved ever-growing? We have to answer that question as educators, and we have to answer it loudly so that the general public understands.

Mr. Skaggs, Mr. Boyd, and the last gentleman—I'm sorry, I did not catch your name——

Mr. CONN. Jim Conn.

Mr. GOODLING [continuing]. I think we touched on some of these areas. All of these great things that are being done are not really talked about.

As I read the three studies, it seemed to me that they were oversimplifications of the problem. Also oversimplifications of how you solve that problem. And they rarely touch some of the real intangibles and some of the tangibles that you really have to deal with if we are going to turn this thing around. But we do, as educators, I think, have to come up with an answer to that because the public is going to demand that answer. The public is part of the problem, and we are going to have to be able to tell them they are part of the problem.

The last thing—and this is political suicide; I mean, it is the worst thing that anybody should ever do visiting somebody else's State—I am thoroughly convinced from listening to your testimony today and having been here before, that in many instances, probably most instances of those of you who are represented here, there probably is not much more you can do locally. When I hear 50 percent, 61 percent, 75 percent free lunch, it would indicate to me that there is just not too much more blood you can get out of a turnip locally.

But I do not say this to be wise, but I come from a State that is right up with Michigan, Ohio, West Virginia. When you are talking about unemployment, steel mills, coal mines—nearly everything has shut down. Yet I do not believe the State of Kentucky is doing as much as the State of Kentucky can do here. As I said, that is political suicide to come into somebody else's State and say that, but I really do believe that.

We are going to leave today and go to an area that is not the poorest area in the United States, by a long shot, and I think that the public——

Chairman PERKINS. Excuse me. You want to impart that to the gubernatorial candidates?

Mr. GOODLING. And I think that ought to be their campaign, as a matter of fact. I think your State, as a whole, and when the Chairman tells me you are 44th, can do better than that. I think the public ought to demand it. And, as I have said, I think the local area all of you are testifying about probably has gone about as far as you can go, and it is going to take more State effort and whatever we can do on the Federal level.

Let me again repeat that I think our committee and the Senate committee have been quite responsible during the last 2 years. I think we will be equally responsible this year. And it is only we, the Congress of the United States, that can do anything, because we have to authorize and we have to appropriate. We cannot duck that responsibility whether we want to or not.

That is all I have to say.

Chairman PERKINS. Mr. Boucher?

Mr. BOUCHER. Thank you, Mr. Chairman.

One of the things that I think we have identified as a result of your testimony today is the need to insure that vocational education programs have access to the state of the art equipment, and I gather that you are having some difficulty obtaining that equipment because there really are few incentives for businesses to share that equipment with you. Obviously, you do not have the funds at your disposal to purchase that kind of equipment on the market and the equipment that you have in the Southeast. I am sure that all of you would concede that that is generally true.

Several bills have been introduced in the Congress which would encourage businesses to donate equipment to vocational education programs. The device that would be used would be a tax credit that businesses could take for the donation of that equipment.

I would be interested to hear, I guess from Mr. Pratt in particular, whether you have considered that approach and whether that is one you would recommend to us?

Mr. PRATT. Yes; that is one that I would recommend to you, and we have thought about some things legislative-wise that we might do on the State level to help us, if you will, in that direction.

Mr. BOUCHER. Do you find that businesses are donating equipment at all now, even without the tax incentive to do so?

Mr. PRATT. Yes, but not always the up-to-date equipment. If you run into an instance where they need a job done, a training job done, it is much easier to get the kind of equipment that you really need, although I will hasten to say that we do have a good relationship with a lot of industry in the State. A lot of the equipment is not what we really need. It is not what the up-to-date technology in the areas where the high-tech jobs are.

Chairman PERKINS. Bronelle, while you and Walter and Charles here have cooperation with your industries—and I know that you have—I would just like to hear from you insofar as getting equipment.

Mr. PRATER. We primarily work through our craft committees, people who are out there in the industry. They come in periodically from meetings with our staff, and in the process they learn what we need. They go back to the industry and assist us in securing the equipment. I think I would—based on what Mr. Pratt just said, we do get a lot of good equipment from industry, in particular in the coal mining area. However, in higher and more sophisticated equipment, it is probably a little behind the state of the art.

Chairman PERKINS. Bronelle?

Mr. SKAGGS. Our situation is pretty similar. In the coal mining industries, they have given us some very good equipment. One company gave us a continuous miner that is worth about $300,000. Recently, a company gave us a beltline worth a considerable amount of money. I do not think it had ever been used. In the mining industry, they have supported us quite well.

In some of the other areas, in fact, we have had some businesses that wanted to give us obsolete equipment just for the purpose of a tax writeoff, and it was useless to us. So we have to be careful about what we accept. But for the most part, we have an excellent relationship with business industries in our region, and there are not many trying to take advantage of us.

Mr. GOODLING. Please do not let them, because that is just money that we do not get to send out to you.

Chairman **Perkins**. Charles, you go ahead and tell us your relationship.

Mr. **Chattin**. Well, we have been very highly successful with industry and labor both. We have 13 apprenticeship programs. We have joint apprenticeship councils. Even though we are charging tuition rates and so forth to apprentices to attend school for the 144 hours per year, we have the relationship whereby that if we need 2,000, 3,000, 4,000, 5,000 dollars' worth of lumber or if we needed a piece of equipment such as a welding machine or something of this nature, we normally approached the Joint Apprenticeship Committee, and we have not been rejected on anything. They realize it is for their students which are being trained.

Armco and companies, Ashland Oil and various companies—well, Armco itself supplied this school with steel since 1955. We are talking about—and I am going to say in excess of $50,000 per year just for welding and material. They have given us a shearer that will cut a half-inch metal plate 4 by 8, because they know we have got such a large shop, and so forth. We have got to have a production-type thing, even cutting plates for the welders. So, basically, in all of these we have been fortunate.

I think we have a committee right now of 16 people, our instrumentation people from Cincinnati to Charleston, back in. We know that equipping the instrumentation department in the new school probably will be in excess of $300,000. We will not have that kind of money.

These people have told us, you know, if we get the right setup and so forth, that probably they could provide a lot of the instruments that go into all of the panels and which will go into that instrumentation department. So, you know, we have worked with them and we feel like we get good cooperation.

There are certain departments that are not geared toward industry and that same type of relationship that you will not get it for every program you have. I mean, if you have got 15 or 20 programs, you may have 10 of them that are close to the unions or industry and labor in this area that are going to support these programs. You are still going to have some programs in which you are going to have to buy stuff.

So I think that we feel very good with what has always been done. Our industries and labor organizations supplement the salaries of all of our evening teachers, both apprenticeship and regular upgrade teachers. So we have had quite a bit of success with them.

Mr. **Prater**. Congressman, I would like to suggest one other thing. In our region, in an effort to release some of the funds that can be used in other areas, we have established a nonprofit corporation in the building trades area. We have a board of five people—a banker—Mr. Eversole has helped considerably in the organization of this—a banker, a realtor, an attorney, a lay citizen, and a person representing the construction industry. That board went to the local lending institution and borrowed money to go out and buy land and buy materials to construct a residential home which is badly needed in our region, and he mentioned that we were ready to sell the fourth home. That is true. They have secured land that will accommodate probably nine new homes. We are now completing the fourth.

Those homes are sold at public auction. The funds received will go to pay off the indebtedness. And, as we progress, we make enough profit that the board will be completely out of debt and we will be able to utilize the surplus of funds in assisting other areas or to experiment with solar or whatever in the building trade area. We think it has potential for all of vocational education.

The only cost to the taxpayer in that situation is the salary for the instructor who is teaching what takes place. And, I might add, we use our masonry program, our carpenters, our electricians, our heavy equipment operators, our engineers for layout, draftsmen, our bookkeepers. So we make it a multifaceted instructional activity for the students.

Chairman PERKINS. Let me compliment all of you, gentlemen. You have been very helpful to us. I understand your problems in the area, and we hope that we can do a little better for you.

Mr. Goodling, do you have anything else?

Mr. GOODLING. No. It is always good to come out and find out what it is we do in Washington, and whether it is doing what we thought it was when we passed the legislation.

Chairman PERKINS. Mr. Boucher, do you want to say anything?

Mr. BOUCHER. Nothing further, Mr. Chairman, except it is my pleasure to join you.

Chairman PERKINS. Let us get these four youngsters around here.

Mr. PRATT. Mr. Chairman, could I inject one other thought or question that you brought up and that Mr. Goodling alluded to—it will not take but a half a second—about the educational level of our work force?

We in the State Department of Education are certainly aware of the studies have been done, and I cannot recall any of them that have maybe placed us any higher than 39th among the States, David Burke at MIT made concerning the eductional level of our work force. I think Mr. Goodling alluded to some soul searching that we needed to do that does not necessarily cost dollars and I would like to just state for the record that I think we are beginning to do that in Kentucky. The State Board of Education, under the leadership of Dr. Barber, has just increased the requirements for math and science in our high schools, the number of credits required to graduate.

But let me make this point in addition to that. We have held around the State of Kentucky recently hearings listening to business and industry about vocational education and without exception, in all of our 14 regions we have been told that one of the major things that we could do to increase the quality of our work force is we need to upgrade math, science, communicating skills of our students. With that, thank you.

Chairman PERKINS. Is Toni Adkins here? All right.

Bill Baldridge, Ruth Gumbert and Patrick Berry?

We will hear from you first, Ms. Adkins. Go ahead.

STATEMENT OF TONI ADKINS, STUDENT, ASHLAND STATE VOCATIONAL-TECHNICAL SCHOOL, ASHLAND, KY.

Ms. ADKINS. They did not tell me what I was supposed to do. They said you would ask me questions.

Chairman PERKINS. What are you taking here at the vocational school?

Ms. ADKINS. Drafting, mechanical drafting.

Chairman PERKINS. And tell us about that course. Do you have a job in mind for when you to get out of here?

Ms. ADKINS. Well, they have a co-op program that helps with the jobs. When they feel you are ready for co-op, there is several different places that accept the students, there is Ashland Oil and National Mines Service Co. And if the company feels that you are——

Chairman PERKINS. How many ladies and gentlemen do we have in the class of mechanical drawing?

Ms. ADKINS. There is 30, I believe, around 30 students enrolled in the whole drafting program and probably 20 of those are in mechanical drafting.

Chairman PERKINS. How far do you go—to what extent in mechanical drawing? Tell us how broad the program is? Do you draw buildings, read the blueprints, those things?

Ms. ADKINS. We do. We touch on just about every aspect of mechanical drawing. As you progress you go into the deeper things and it just depends upon——

Chairman PERKINS. To the extent that you learn to read blueprints?

Ms. ADKINS. Oh, yes. That is the first thing we learn to do.

Chairman PERKINS. That is the first thing you learn to do. And in the past have your mechanical drawing graduates had any problem about getting placed in the area?

Ms. ADKINS. I have not heard of anyone that has had problems.

Chairman PERKINS. Do you feel confident that you are going to get placed and get a job when you get out of here?

Ms. ADKINS. Yes, I do.

Chairman PERKINS. And how old are you?

Ms. ADKINS. I am 21.

Chairman PERKINS. How long have you been taking mechanical drawing?

Ms. ADKINS. A year and 3 months I have been in the program.

Mr. GOODLING. Are you in the co-op program now?

Ms. ADKINS. Yes. I worked at National Mines and they laid the co-op people off and we are waiting for them to start back up so we can go on the co-op.

Chairman PERKINS. Are you working—you have been working on the job some, is that right?

Ms. ADKINS. Yes.

Mr. PERKINS. You got your foundation for it all here in vocational school?

Ms. ADKINS. Well, I went to the University of Kentucky for a year and a half. I was taking engineering and I came out here and that helped me where I was co-oping.

Chairman **Perkins**. I do not think you will have any problems about earning a livelihood, myself. When will you complete your course?

Ms. **Adkins**. In September.

Chairman **Perkins**. Well, let me wish you well. It is a great subject.

Ms. **Adkins**. Thank you.

Chairman **Perkins**. Go ahead and identify yourself for the record.

Do you have something, Mr. Boucher, to ask?

You go ahead.

STATEMENT OF RUTH GUMBERT, STUDENT, ASHLAND STATE VOCATIONAL-TECHNICAL SCHOOL, ASHLAND, KY.

Ms. **Gumbert**. My name is Ruth Gumbert and I am in tool and die and I have been for 15 months. I will finish the course in January of next year.

Mr. **Goodling**. Are you co-oping now?

Ms. **Gumbert**. We do not co-op in tool and die. There is no place for us to co-op I do not imagine. I think they did before I came in.

Mr. **Goodling**. How does the job, as the economy improves——

Ms. **Gumbert**. Well, there are jobs out there, but you have to leave the district.

Chairman **Perkins**. Are you far enough along that you have been interviewed by any of the companies?

Ms. **Gumbert**. Not yet.

Chairman **Perkins**. At your age you decided you wanted to get into that work?

Ms. **Gumbert**. Yes; my husband is disabled and if something would happen to him I would have to make my own living. I would not get a pension until I am 65 and we cannot live on nothing. He has been disabled for quite some time.

Chairman **Perkins**. You are getting the foundation so you can do that job?

Ms. **Gumbert**. Yes.

Chairman **Perkins**. I think that is wonderful myself. When did you come back to school?

Ms. **Gumbert**. I came back to get my GED in 1981, got interested in displaced homemakers and was in a technical training school they had for 6 weeks in welding and auto mechanics, electricity and machine shop and I liked the machine shop the best.

Mr. **Goodling**. How long were you in displaced homemakers?

Ms. **Gumbert**. I am still in displaced homemakers and in the CETA program.

Chairman **Perkins**. Mr. Boucher?

Mr. **Boucher**. No questions, Mr. Chairman.

Chairman **Perkins**. Go ahead and identify yourself and tell us what you are studying.

STATEMENT OF PATRICK BERRY, STUDENT, ASHLAND STATE VOCATIONAL-TECHNICAL SCHOOL, ASHLAND, KY.

Mr. **Berry**. My name is Patrick Berry. I am enrolled in the electronics course out here at the vocational school. I am in the second phase. There are four phases altogether and you go 6 months a phase. We are about ready to complete the second phase. We go from basic DC circuits in the first phase and the mathematics that go along with the DC circuits to digital circuits, logic circuits, microprocessing in the fourth phase.

Chairman **Perkins**. Were you a high school graduate when you entered the first phase of electronics?

Mr. **Berry**. As a matter of fact, when I graduated from high school, I completed the industrial electricity course that they have here and as soon as I graduated from the electricity course I reenrolled in the electronics course. So I have not had much of a break in between years.

Chairman **Perkins**. And you are in the second phase of it now?

Mr. **Berry**. Yeah, second phase, second course.

Chairman **Perkins**. And you take another year of it through phase four, will you be able to get a job?

Mr. **Berry**. To be able to and want to are two different things. I probably could but I wish to go on to a college course in associate—an associate's degree in I think it is called what, electronics technology, I guess.

Chairman **Perkins**. You want to go to the top?

Mr. **Berry**. I would like to. They have a capstone course in electronics and if you pass the capstone course essentially you are—they give you credit for 1 year in college and that way you have to—all you have to do is go one more year and take the mandatory classes of English and the rest of the courses that the college happened to require and you end up with a 2-year degree in 1 year.

But no, if I could get a job as soon as I graduated I would jump on it. There are not going to be any around here. I am going to have to have money to travel to look for jobs, to go on personal interviews, just about be prepared to go anywhere for interviews.

I think it is a thorough course, the way they have it now. It could be improved in a few places but everything has good points and a few bad points.

Chairman **Perkins**. I do not think you would ever go any further than IBM would let you.

Mr. **Berry**. That is real good, Rockwell or IBM.

Mr. **Goodling**. In fact, Mr. Chairman, with the training he is taking I think that if you would invite the President down to make a speech Mr. Berry would ask him for a job. We ought to be able to get him one at Radio Shack or somewhere.

Chairman **Perkins**. I think he is qualified right now. Well, we admire you, your ability to hang on and your determination to stay with it.

Chairman **Perkins**. Go ahead and identify yourself.

Did you want to say anything, Mr. Boucher?

STATEMENT OF WILLIAM BALDRIDGE, STUDENT, ASHLAND STATE VOCATIONAL-TECHNICAL SCHOOL, ASHLAND, KY.

Mr. **Baldridge**. My name is William Baldridge and I am from the welding class. And I have already graduated and they asked me to come because I was in business and I won the State championship last year and this year, too. I am going back in June for the national competition and I hope to win the nationals. Last year I won the State and we placed sixth in the nationals, the school did, I did.

Chairman **Perkins**. Ashland Vocational did an awful good job for you.

Mr. **Baldridge**. I hope to win first this year. I have not got a job right now but I am looking. I am waiting till June when I go back to the national competition after I get out of there. They called me the other day—one of my friends who already graduated from this class and is in South Carolina, he works for Daniel's Construction and he called me and wants me to go down there after I get back from national competition.

Chairman **Perkins**. How long did you take welding here?

Mr. **Baldridge**. Eighteen months but I did not get through all of it. I advanced further in the class than anybody did, my instructor told me, and he said there is no way you can get through it in 18 months. Even if it went back to 22 months you cannot get through it all but that is 4 months more than he should have and you can go to advanced welding 4 months if you really want to. But I feel like I can get a job when the time comes around. I will go to South Carolina if I have to to get me a job. Around here, there is no work.

Chairman **Perkins**. Why do you say South Carolina?

Mr. **Baldridge**. Because that is where that boy is from that called me and talked to the instructor.

Chairman **Perkins**. Any further comments?

Mr. **Goodling**. I only want to say I do not know what they were nervous about. They were very impressive—the younger and the little bit older students.

Chairman **Perkins**. I thought it was a great combination of ladies and gentlemen here.

Mr. **Goodling**. Very impressive.

Chairman **Perkins**. I think you did well. You speak well of your school.

Mr. **Goodling**. If I had jobs I would hire you all right away and I cannot get any votes down here by saying that.

Chairman **Perkins**. I do not think you have got any problems about jobs anyway, that is my opinion.

Mr. **Berry**. I just did not know how far in depth though this was going to go. That is why I was nervous.

Mr. **Goodling**. Well, you know much more about what it is you are talking about than we do so we cannot ask you in-depth questions or we will show our ignorance.

Chairman **Perkins**. All right. Thank you, ladies and gentlemen. We appreciate you being on the panel here. It shows the good work of your Ashland Vocational School.

Now we have some out-of-State educators and maybe some other people that did not show up this morning.

Identify yourself, Cecil, for the record from Mingo County and we will hear you at this time. Glad to be with you and Mr. Reale was going to come but he did not get here. We have a Virginian here and I am across the river from this gentleman.

STATEMENT OF CECIL HATFIELD, DIRECTOR OF VOCATIONAL EDUCATION, MINGO COUNTY PUBLIC SCHOOLS, W. VA.

Mr. HATFIELD. I am Cecil Hatfield, vocational director for Mingo County Schools. Most of my topic this morning will be about vocational education. I will make some remarks about the school lunch program as far as Mingo County is concerned.

First, I would like to take this opportunity to thank you, your committee and everyone that was involved in the appropriations for vocational education last year, some $75 million. What does this mean to West Virginia? It means a great deal. In other words, even though we only received approximately 1 percent of that $75 million it means a great deal to our State. It means we could upgrade the existing programs that are impacted by advancing technology, development of some programs in which there was increased demand, particularly in the area of technology, extend our efforts with disadvantaged and handicapped youth, serve an increasing number of unemployed adults. Now when we look at unemployed adults, sad to say, I think we do lead them in one thing, unemployment.

The county in which I am from is not the No. 1 leader of unemployment in our State. However, our unemployment rate is 18.1 percent. Retraining, jobs retraining—this is a very difficult thing, listening to some of the earlier testimony. It is hard to be in an area that is primarily coal mining. It is difficult for these miners to realize—most of them think well, I am going to go back to work as soon as the economy straightens out. This is not the case. At one time it takes 12 men to operate a piece of equipment. Now you can do it with three. So it is difficult for them, you know, to even talk to them. We are in a situation where we have to look at attitudes.

Well, looking at the increase in vocational funding, what has been done for Mingo County and what the Federal Government has done for Mingo County in vocational education. In 1968, they built a vocational school with ARC basic funds at that time. This past year we have just completed another half a million dollar expansion onto our facility. We reach through vocational education some 77 percent of the total secondary school-age populous of our county. So you can see the importance of vocational education in Mingo County.

What are other things that would help? Standard health occupations. There is a tremendous shortage of health occupations or needs in our area. The LPN's, lab technicians, we do not have enough and when I speak of that I am speaking of ARH in Kentucky, Williamson Hospital and throughout our area and we have been working very closely in the two States in our area. We work pretty close together, expand vocational offer and business occupations. In other words, we are talking about the introduction of computers, word data processing and things of this nature, update teacher competencies in the field of computer science.

When you look at the funding we get from the Federal Government, our part in Mingo County, we will use part of those funds for adult education to train the teachers of Mingo County this summer. We are running a 5-week program for our teachers and something like an 80 hour computer class. Introduction to robotics and electronics, this is what is happening in the mining industry, as you well know. Expand career life preparation, here we are talking about guidance and counseling, job placement, job skills, and so forth. We are operating programs in this particular area hoping somewhere along the line we will change these attitudes. We will show them what direction they should be looking in or what direction they should be working in. Expand our industrial arts and prevocational programs. As I mentioned earlier, adult occupational programs will be training and/or retraining.

So if we were to lose the funds we would lose existing programs for the handicapped and disadvantaged. We would look at the unemployment rate that we have. We are operating programs now with Federal dollars, CETA dollars, closing that out to in-training, retraining. I was talking to David just 1 minute ago. He will have a meeting with the Governor of the State of West Virginia next week, that they are going to call a special session of the West Virginia Legislature for a jobs program. They will take the Federal dollar and the State allocations and hopefully we can develop more needed job programs to put the people back to work. We would lose the guidance and counseling, placement. So this means a tremendous thing to us.

When we look at vocational education we must change both what and how it teaches to keep up with the technological revolution in the United States we will undergo in this decade. Smart machines will increasingly replace people in the workplace. People must be trained to replace people. Pardon me, people must be trained to build, operate and maintain the machines and I think we as vocational educators can do it as well as anybody, maybe better. Institutionalize methods, must change with curriculum. The methods that we utilize in vocational education are going to have to match the sophistication of the topics we have to teach.

And again, with the 1984 Federal appropriations increase, I believe it is $100 million they are asking for, I feel that we can continue our present program to keep up with this technological resolution. And as mentioned earlier, I think if you would poll—I know if you would poll all the vocational directors in the State of West Virginia you would probably find 100 percent against the Federal block grant. Thank you.

[Prepared statement of Cecil Hatfield follows:]

WILLIAMSON, W. VA., *May 11, 1983.*

Hon. CARL D. PERKINS,
Chairman, Committee on Education and Labor.

CONGRESSMAN PERKINS AND COLLEAGUES: Thank you for giving me the opportunity to appear before the House Subcommittee on Elementary, Secondary and Vocational Education. Being the Vocational Director of Mingo County Schools I will direct most of my remarks toward Vocational Education.

I want to thank you for the $75 million dollar increase in Federal appropriations for Vocational Education last year. This amount allowed the State of West Virginia a $750,000 increase in Vocational funds. What does this increase mean to West Virginia?

a. Upgrade the existing programs being impacted by advancing technologies.

b. Develop and extend programs in which there was increased demand, particularly in the area of high technology.

c. Extend our efforts in working with disadvantaged and handicapped youth, and;

d. Serve an increasing number of unemployed adults.

This increase in vocational funding has made it possible in Mingo County to:

(A) Expand our present vocational facility.

(B) Expand our health occupations.

(C) Expand vocational offering in Business Occupations. (Introduction to computers, word and data processing.)

(D) Upgrade teacher competencies in the field of Computer Science.

(E) Introduction to Industrial Robotics and Electronics).

(F) Expand Career Life Preparation (Guidance/Counseling).

(G) Expand our Industrial Arts and Pre-Vocational Programs.

(H) Adult Occupational Programs (Training and/or Retraining).

A decrease in funds would hinder many of our existing programs:

(A) Working with handicapped and disadvantaged students.

(B) Serving many of our unemployed adults (18.1 unemployment rate in Mingo County).

(C) High Technology (Computer Science, Robotics and electronics).

(D) Industrial Arts and Pre-Vocational.

(E) Guidance and Counseling.

(F) Consumer and Homemaking.

Vocational education must change both what and how it teaches to keep up with the technological revolution in U.S. will undergo in this decade. "Smart machines" will increasingly replace people in the workplace, but people must be trained to build, operate and maintain the machines. I think we (Vocational Educators) can do it as well as anybody, maybe better. Institutional methods must change with curricula. The methods that we utilize in vocational education are going to have to match the sophistication of the topics we have to teach.

With a $100 million dollar increase in Federal appropriations in 1984 I feel that we can continue our present programs and keep up with the technological revolution.

In closing I would like to say that we vocational directors in West Virginia do not support the Federal Block Grant Proposal for Vocational Education.

Thank you,

Cecil E. Hatfield,
Vocational Director,
Mingo County Schools.

The percentage of free and reduced lunches for Mingo County far exceed 50 percent of the program. The economy of the coal industry in this area, with the closing of mines and business have increased the free and reduced applicants. COAL is the livelihood of Mingo County. When it loses its markets and customers, the whole area suffers due to complete dependency on this industry.

We are picking up each day more and more children for breakfast and lunch free. In no way could this program survive without the commodities and Federal reimbursements it receives. "No Hungry Child Can Learn". It really would not be asking too much if all our children could participate in a free lunch program.

MARCH 1983

	Enrollment	Free	Reduced
Beech Creek	126	58	10
Ben Creek	186	109	13
Burch High	552	192	33
Chafin	195	122	9
Chattaroy Grade	280	164	12
Chattaroy Jr	107	63	3
Cline	245	125	19
Delbarton	492	266	15
Dingess	495	354	32
Gilbert Grade	578	256	18
Gilbert Jr	394	154	21
Gilbert High	302	71	10
Hardy Union	77	66	2
Kermit Grade	187	91	11
Kermit High	360	160	14
Lenore Grade	398	224	28
Lenore High	726	302	8
Magnolia High	286	63	11
Matewan Jr	509	186	17

MARCH 1983—Continued

	Enrollment	Free	Reduced
Marrowbone	255	203	12
Matewan Grade	410	149	11
Myrtle	155	96	
Naugatuck			
Nolan	202	126	10
Red Jacket	165	103	6
Thacker	171	122	18
Varney	328	186	28
West Williamson	187	59	4
Williamson Grade	449	299	14
Williamson High	309	71	5
Williamson Jr	331	124	8
Total	9,457	4,564	402

Chairman PERKINS. Go ahead.

STATEMENT OF DAVID GROVES, DIRECTOR OF VOCATIONAL EDUCATION, CABELL COUNTY PUBLIC SCHOOLS, HUNTINGTON, W. VA.

Mr. GROVES. My name is David Groves and I am the director of vocational, technical and adult education for the Cabell County Board of Education in Huntington, W. Va. And I would like to especially thank Congressman Perkins for this opportunity, Mr. Goodling, Mr. Boucher, to speak in behalf of vocational education.

This is something that we believe in very, very strongly. Vocational education has no age limit. It is not just a secondary program. We have been doing vocational education entry level jobs for secondary students and adults for a number of years.

As has been mentioned this morning many times, retraining is a topic that is very important to all of us. We need retraining now because more and more adults are displaced due to the rapidly increasing mechanical sophistication that we are having now in the business industrial world. No longer can a person complete high school with the general program and then go into a routine factory job and stay there for a number of years with a solid income and a pension plan. Flexibility is the key now as we look to the future.

How does this affect education? First, we need to develop methods to encourage students to stay in school. Then we must provide a broad based curriculum that enables a person to successfully deal with the ever increasing need for career flexibility. Courses must be relevant and must prepare students to be independent thinkers as well as problem solvers. Students must be armed with entry level job skills and must be aware that they need to continually upgrade these skills or maybe even retrain for something that we do not even know anything about right now.

For example, the field of electronics has changed drastically in recent years. If someone were employed in that field and did not upgrade their skills they would be left far, far behind the cutting edge of technology. To demonstrate this I have some electronic circuits. This is the old tube-type circuit. The student that was here this morning could explain this far better than I, but this is the old tube-type circuit that we used up through the fifties. This was replaced by the transistorized circuit into the sixties. Then we got into the integrated circuits or the chip and this chip represents four of these or four of these.

We hear about robotics. Well, I have the brain of a robot. Here. This has two computers on this board and this has the capability that the very first operational computer had which took up two floors of the Empire State Building. This piece of equipment right here can make over 4 million calculations per second. This is 2 years old and it is outdated and that is how fast the changes and how rapidly the changes in technology are going.

Vocational education, we have got to redirect our efforts. No longer can we simply train workers. We now must train people to design, install, operate, maintain and service these new pieces of equipment which actually do much of the work. Now what about the individuals who have lost their jobs due to changing technology? How can they care for a family with no hope of employment due to outdated job skills? Retraining is the answer, retraining for a career based on tomorrow, not yesterday. This costs money, money for facilities, for equipment, teaching supplies and competent teachers.

Where will the funds come from? Can States and local school districts afford the great expense? In West Virginia and many other States the answer is no. We have Federal support for education and we must have Federal support for education and especially vocational education. When asked if West Virginia could operate relevant vocational education programs with decreased Federal assistance, Charles M. Polan, chairman of the West Virginia House of Delegates Finance Committee stated: "West Virginia would be unable to make up for lost Federal funds for vocational education on a dollar for dollar basis. I have no idea where increased State funds would come from." Local school districts are also hard-pressed to maintain expensive training programs. It is a vicious cycle. The greater the unemployment rate the less tax revenue that is generated and therefore, the less money that becomes available for education which results in a greater number of untrained, potential workers.

In West Virginia, our current unemployment rate hovers around 21 percent. That translates into 99,900-plus adults without a job. We need to have more funds available for retraining, for new emerging occupations and these funds will have to come from Federal sources because West Virginia, like many other States, is unable to help.

The Appalachian people are proud people. We want to be able to hold our heads high and provide for our families and contribute with dignity to society. In our school district we have been doing retraining programs for the unemployed for several years. Last week I spoke with two ladies from Point Pleasant. These two ladies are involved in an allied health program and drive a round trip total of 110 miles per day 5 days a week for the training and the reason is very simple, they must have a job. This represents the positive attitude that we have and there are two messages being sent to vocational educators. No. 1, train for tomorrow, and, No. 2, retrain the unemployed.

Our message to Congress is help us better serve our country by providing vocational education with increased funding. We can then prepare a well-trained work force which will promote our national economic recovery. We can with your support. Thank you very much.

Chairman **Perkins**. Go ahead.

STATEMENT OF PHYLLIS ARGABRITE, INTERNAL AUDITOR, CABELL COUNTY PUBLIC SCHOOLS, HUNTINGTON, W. VA.

Ms. **Argabrite**. I am Phyllis Argabrite, internal auditor for the Cabell County Board of Education. I would like to say I am extremely pleased to be with you today and I also would like to thank you for the support of the school servicing program.

The Cabell County Board of Education is located in Huntington, W. Va., and we have 44 schools participating in the school breakfast and the school lunch programs and those are a State mandate in our State and we ask the continued support of the school breakfast and lunch programs.

Mr. **Goodling**. Excuse me, 44 out of how many?

Ms. **Argabrite**. Out of 44.

Mr. **Goodling**. That is the total number of schools?

Ms. **Argabrite**. Yes, that is the total number, yes.

We feel that they are extremely important in our effort to improve the students' nutrition and the well-being of our students. Cabell County serves approximately 7,400 lunches daily and 3,900 of those are free. So you can see that the majority of the lunches are free. The program is important in improving the nutrition and the dietary needs of all of the students, especially with the needy. Without the continued support of our lunch program, we feel that many of our students would go without lunch.

We also serve approxiamtely 3,100 breakfasts daily and approximately 2,500 of these are free. Again, the majority of the students participating in the program are free. We feel that elimination of the breakfast program would eliminate many of our students from having breakfast. Many of them would come to school hungry and I think it would hurt their ability in learning and to be alert.

We also served approximately 46,000 lunches last summer through the summer feeding program and we would like to ask that program to be continued. We feel that the same youngsters who met the eligibility during the school year are the same youngsters who would be hungry during the summer vacation.

We also would like to add that the determination of eligibility be made in the school and not in the food stamp office as presently proposed. We feel that this would eliminate a lot of our students from becoming eligible or being eligible for our program. We also feel that separating the control of this program could cause communication and accountability problems—free and reduced applications are used as a source document for other programs such as chapter 1 and it is also a very valuable resource material for the entire school system and I would like to thank you for giving me the opportunity to express our views for the schools.

Chairman **PERKINS**. After we cut back the reimbursement rate per lunch, what was your dropout of the school lunch and breakfast programs?

Ms. **ARGABRITE**. I really could not tell you. I do not have the statistics.

Chairman **PERKINS**. Did you notice a sizable dropoff though?

Ms. **ARGABRITE**. Well, we had a little different situation because we had an increase of unemployment. So it was difficult really to come to those figures. You know, we tried to look at that but we felt that it was not—we were not really getting the true picture.

Chairman **PERKINS**. Well, you indicated you had mostly free lunches anyway.

Ms. **ARGABRITE**. Right.

Chairman **PERKINS**. So you would not have been affected nearly as much as those with about 50 percent free or reduced price. Those were the ones that were really caught?

Ms. **ARGABRITE**. Yes.

Mr. **HATFIELD**. I would like to say something else about school lunch. Of course I am not in charge of that as far as Mingo County is concerned but I would like to make note of a couple of things. Of the 30 schools in Mingo County out of total enrollment of 9,457 students, of this as of March 1983, 4,564 students are on the free lunch program. Another 402 are on the reduced program. So that is a total of 4,966 which far exceeds 50 percent for a school population in the free and reduced lunch program. As of, let us say, March 1983, the free lunch program has increased to approximately, I think the supervisor told me, about 350 and again, it goes back to the unemployment has a tremendous bearing on it. I do not see how they can survive without it.

Chairman **PERKINS**. And the unemployment is not improving in Mingo, is it?

Mr. **HATFIELD**. No, sir.

Chairman **PERKINS**. It is not only the Kentucky side, I know that, in that area.

We are ready for you now Ms. Swann.

Ms. **SWANN**. All right, fine.

STATEMENT OF BETTY SWANN, DIRECTOR OF SPECIAL AND BLOCK GRANT FUNDING FOR CHAPTER 2, CABELL COUNTY PUBLIC SCHOOLS, HUNTINGTON, W. VA.

Ms. **SWANN**. I am Betty Swann, and I am with the Cabell County public school system. I am in a dual role in that I work with the funding process for our special education program as well as chapter 2.

I understood today that I was to address chapter 2. If you are interested in the special education program, I am also prepared to address that.

Chairman **PERKINS**. Well, address both of them. We do not care.

Ms. **SWANN**. OK.

Chairman **PERKINS**. We want to hear everything constructive that you can tell us.

Ms. **SWANN**. Very fine.

I made a comment to my colleagues here while we were there that I trusted that some of the gentlemen that had been sitting at this table this morning who were in some opposition to block grant funding would remove themselves from the audience this afternoon because I wish to speak positively towards that in regards to chapter 2, and they might find it a little offensive for me to do so.

The significant thing about the chapter 2 program in our particular area is that it has provided us with an opportunity to look at what our real basic needs were in terms of students and staff and to approach this in a multidisciplinary way of solving these particular problems.

As you will note from what David said, one of the goals and objections of the vocational education is to encourage students to stay in school, and this was the thrust of our chapter 2 program this year. The year prior to this, we have had a group of educators, administrators, vocational people, counselors, and parents working on a committee that studied this particular problem for us, and that was students exiting school before completion of their school program. And even though from 1979 we had had a slight improvement in that area, we felt that for 21 of our students out of 100 at the eighth grade level not to finish their high school program was too much in our particular area.

So we turned our attention to this and we have placed all of our chapter 2 money into that particular thrust. It has encompassed many areas of our curriculum. So we are very pleased that instead of our designing programs to meet a particular categorical area that you have given us the opportunity to address a priority need in our school system and to direct the funding in that direction.

The educational impact of this is done by using a multidisciplinary approach. A minimal amount of funding has gone a long way. It has generated change over a broad spectrum of our curriculum. With the $123,000 that we received in chapter 2 funds, it has effected change in the areas of counseling.

Our four high schools are now equipped with a computer system whereby they can place the information concerning their interest and aptitude in the computer and from that they can get information relative to what additional training they need to take, what area of training they should be pursuing and where they might find such training.

Also, in our area of physical education, we have placed a gymnast on staff. This was an approach of meeting the need of alternative curriculum for our students. This has been a great success in our program. The gentleman has almost worked himself to death in the fact that the students were so interested in it that they would gobble down their lunch and come back to the gymnasium at noon to spend their own time working in the activities. This has also generated extracurricular activities for these youngsters in the fact that after school programs have been initiated in gymnastics.

In the area of language arts, we had a primary thrust in the kindergarten, first and second grades. We had been using simply the basic text. We have now had the opportunity to purchase some supplementary material and look at those students' needs based on what those needs really were. We looked very critically at test scores, what were the youngsters doing, and therefore materials were placed in the classroom that would address the individual needs of the students.

One area we have also covered is the area of language development. Over the past 4 years through our speech and language program, we have discovered that our youngsters were coming into kindergarten programs with a language level of approximately 3½ to 4 years. A majority of students were very deficit as far as their language development.

We have initiated a language stimulation program. This is working with our kindergarten children who are deficit in language development helping them to build their language base. But the program was not only designed for students but it was designed for parents, as well. The parents of those students that were in the program, much time was spent with those parents—provided inservice training and homemade materials that the parents could use with the student. What we are trying to do is to have a carryover. We are hoping that if we train these parents this year with their 5-year-old, that that 1½-year-old and that 3-year-old that is coming along—the parents will transfer that training to them and those children will not come with such language deficits.

We have also had change exercised in our area of social studies in that we have had new curriculum areas. Some of our schools have, for the first time, initiated the use on a daily basis of the newspaper program. We had a large festival just yesterday of our Appalachian culture. One of the schools did a complete school involvement with folklore, with cooking, with design, with dresses, with a hootenanny and a drama. All of the kids and all of the staff in the school were involved relative to their Appalachian culture.

And we have had a major thrust in the area of unified arts. At our junior high level, the concept we use is the unified arts block. This is in preparation to the student going on to high school for the courses that are there and on into vocational training, and this is an area where we were rather deficient as far as our resources were concerned, and so a large portion of our money went into that.

We have purchased basically for that program equipment for them to use. From this program, one of our schools has developed at Christmastime—the students in the program made wooden rocking horses and sold those as a project. The money from the horses went back into supplies to the program. They have this spring taken the money from the rocking horses and put it into the making of bird houses and now has sold the bird houses and will have a supply of money for their program for next fall. So we have, with the small amount of money, generated quite a bit of interest and quite a bit of change.

Also, as a spinoff to the program, other changes are being brought about, and I was hoping David would speak to this, because one of the significant things that has happened is that with our vocational program, as it has been running on a first semester/second semester basis and then the summer program being used for some exploratory work, our board of education has now determined that our vocational program will run on a trisemester basis so that our students have the opportunity of using the facility and the training at the vocational tech school year round, and it will serve as credits for them.

Another thing that has happened with it is a change in our attendance policy. We always look and we wonder, you know, what do you do with a kid who does not want to go to school? Well, we have done some things that were rather restrictive, and because of this we have generated the interest that there has been a multi girth of people looking at this and there will be changes in our county's attendance policy.

Our inservice training program for this coming year will be affected by this program. We took a small portion of the money and purchased service from a professor at Marshall University. That person did a class on campus at one of our elementary schools. The interesting thing that the person found, we were looking at the characteristics of the student who was high risk for leaving school thinking that that student did not feel very well about himself. Well, the interesting thing we found out was that the teachers in that school did not feel very well about themselves, either; and so if the teacher is not feeling positive, it is very difficult to generate a positive attitude to the student. So that will have an impact on our inservice training.

In our program, with trying to develop a positive relationship between the home and school—and I was much interested in something one of the gentlemen said this morning concerning a need for change in attitudes of those who were involved in the training program and a need for change in attitudes and an understanding on the part of the parent about what school was all about, and so forth, because this is the thing that we are trying to do—for the first time, one of our high schools—this is our timely scheduling, as you well know, for the coming year—one of the high schools for the first time had a parent meeting to explain the process of the scheduling and what scheduling was all about, what course offerings they have. If you take this course this year, then what do you take? This is a very small thing. It did not cost anything, but yet it was very beneficial to that particular school.

Another one of our schools had shifted some time—the principal has helped out with this—this is a school where we had great difficulty. Meetings would be held and this sort of thing at the school, and parents would be invited in and the parents did not come. I mean, you all are aware of this kind of situation. Well, we decided to turn that around. If the parents were coming to us, we were going to go to them.

So in utilizing that staff that they had and utilizing volunteer service, this principal in one of our elementary schools had made arrangements that the teacher of the particular child at some time during this second semester had visited in that home, had taken all the books that were used and explained to the parents what it is we are trying to do, what it is we want to do and how the parent can help us. Again, this cost very little for us, just in supplementary materials extra, to take to show the parent. And if the parent did not understand, we could leave a copy at home for her to use.

So with the changes that I have discussed with you with a very minimal amount of money, I think that it is very clear to you that if the amounts of money were larger we could really have an impact or positive change in our schools, and I believe it was Congressman Goodling who said we must take—we, as educators, must take a look at what we are doing. And, to me, this is the thrust, the entire thrust, that we should have.

No. 1 is the planning; No. 2 is utilization of resources that already are available to us; and then, third, taking the moneys that can come from the Congress to us and using those in an appropriate, effective way.

[Prepared statement of Betty Swann follows:]

PREPARED STATEMENT OF BETTY P. SWANN, DIRECTOR, SPECIAL AND BLOCK GRANT FUNDING, CABELL COUNTY PUBLIC SCHOOLS, HUNTINGTON, W. VA.

FUNDING

Our school system has been providing service to students with handicapping conditions since the late 1930's. But the real commitment to this population of students began in 1956 and has continued to the present.

It has been the intent and purpose of our Board of Education to provide the basic operational costs of the Special Education Program and to utilize federal funding for those items which would make the program comprehensive in nature.

For example:

1. We have no Special Educational instructional staff employed through federal funds. Support staff, such as physical therapists and occupational therapists, are contracted with federal funds.
2. Existing programs operate with county allocations. New classes begin with materials and equipment purchased with federal dollars and the second year are supported by the LEA.
3. Pre-school incentive money has been directed toward the purchase of needed equipment to conduct pre-school screening, but LEA employees are utilized to carry out the screening program.

However, as the numbers of appropriately identified students continue to increase and the coffers of state and local school agencies decrease; the drain on these budgets is becoming phenomenal.

The impact of the Special Education program can be seen in the adult lives of students who have moved through this program.

Only this week, as I was visiting our Goodwill Industries facility, I observed one of our former students, one extremely limited physically and mentally, doing piece work for an automotive parts company. She feels good about herself, enjoys her work and is contributing to her livelihood.

The value of these programs is unquestionable, but sometime we must come to grips with the funding. On the one hand you legislate and on the other you don't fund appropriate to the mandated requirements.

Example: P.L. 94-142. *The intent of the funding pattern has never been met.*

DATA REQUIRED

The data required for submission of project applications, evaluations and completion reports has become voluminous.

Administrators and staff are expending hours in the collection and recording of required data. These hours could be better spent in the provision of service to students. Various programs will require the same information but in different format, thus requiring more time be spent in re-organization of information.

We would like for this phase of the procedures to be analyzed and a determination made as to what is essential and what is excess baggage, thus bringing programs related to Special Education more in line with other Federal Educational Programs.

REGULATIONS

Knowing that the regulations for 94-142 are still in the process of revision, I would like to address two (2) points.

1. Related Services:

A more definitive explanation of related services is needed. Still a concern for educators is what is educational and what is medical.

2. Supervision Of Students In Other Than Public School Facilities:

At federal level, the definition of supervision needs to be clarified.

This is very critical to LEA who have non public school facilities in their communities and who have no control over the placement of students in those facilities. (Our community has four (4) such facilities.)

CONCERNS—WEST VIRGINIA STATE DEPARTMENT OF EDUCATION

Division of Special Education—William Capehart, Director, Special Education Administration.

1. Need for improvement in the mechanics for the flow of funds. Funding running behind of operational time lines. (Federal to state to local.)
2. Establish who has authority of administration of educational laws.

Presently working under dual authority. (Office of Education and Office of Civil Rights.)

Both offices are issuing interpretations of mandates.

In many instances these interpretations are in direct conflict.

Recommend that all administrative orders come from United States Office of Education.

Chairman **PERKINS**. Very good statement.

Mr. Goodling?

Mr. **GOODLING**. I have several things. First of all, Mr. Hatfield, you talked about the problem you are having with the miners in relationship to an attitude change.

What have you been able to get them involved in as far as retraining?

Mr. **HATFIELD**. Well, the big areas—of course, some of them will come back and upgrade some of their skills as far as the mining industry is concerned. When I say change in attitude and getting them, particularly the ones that we will say have been in the mine, oh, the middle-aged ones, 20 years or so—as I said, they think they are going back. They are not going back.

But, at the same time, one of the biggest things that I have found is that they no longer can secure a job that will pay them $100 or plus a day. They are going to have to go back to the $6.50 wages. This, they do not want, but what can we do in training?

We have one right now in Mingo County. I think in the next 3 years we are going to have some construction, thank goodness to the Federal Government—something like $4 million. In fact, Senator Byrd and Representative Ray Hall were in Williamson this past week on, basically, you know, construction work. We are just running frantically trying to train these people, retrain them, because there is a job. You know, West Virginians, a lot of them do not like to leave once they have been there for awhile. But that is one area.

The other area I mentioned was health occupations. We just do not have enough. There is not enough. I picked up the paper and one hospital right now could hire 47 LPN's—47. So there is a Southern Community College there. They have a 2-year program. They cannot produce them fast enough.

Mr. **GOODLING**. Can you pick up any of these miners' wives to move them in that area? Are you picking them up?

Mr. **HATFIELD**. Yes, sir. The fact of the matter is we are just in the process of writing the program which begins July 1, our LPN program.

Another area that a lot of people, you know—that the survey needs assessment—will show that there is a definite need for food services. Of course, not everyone wants to go in and work in a fast food chain, but the employment—there it is. We have that.

Mr. **Goodling**. They will not get $100 a day.

Mr. **Hatfield**. No, sir.

And then the other service—the basic services in our area would be the retailing or merchandising, or what-have-you. There is a demand for that. But, you know, it is difficult to change attitudes.

Mr. **Goodling**. We have the same problem in my State.

Ms. Argabrite, I notice that internal auditing and one of the superintendents this morning, made a statement that he is going to try to get out of it; he is not going to do the 3-percent verification in relationship to free lunches, and so on. And I wanted to ask him, and did not get a chance, what is the alternative? The food stamp office does it, which I would not think the school districts would do, what is—I imagine—your title would indicate to me that you would be involved in that—in certification of the free lunches?

Ms. **Argabrite**. Currently the schools do all of the eligibility determinations and then, as an auditor, I go out and just verify and look over the forms to make sure that they are in compliance.

Mr. **Goodling**. Have you heard that they have any concern? It has always been suggested that they verify; now it will be mandated, I believe—3 percent. Is that causing any problems that you are hearing throughout your schools?

Ms. **Argabrite**. I have not heard anything. Of course, we are just going, I think next month, to find out how that 3 percent is going to be determined. We have not determined it in our county or in our State, and I am sure it will create some problems, but we will do it.

Mr. **Goodling**. And, Ms. Swann, I was happy to hear that chapter 2, in your estimation, is working.

Ms. **Swann**. Oh, it certainly is.

Mr. **Goodling**. We, of course, on the committee try to be very, very careful that we did not have ESEA-1—vocational education, handicapped education, and so on—competing for the same dollars even though the administration requested it that way. I was happy to hear you say that the fact that we kept chapter 1 here and put chapter 2 there that, in your estimation, chapter 2 was working.

I was also interested in that you were doing something with 5-year-olds that took all of my ESEA-1 money to do with 3- and 4-year-olds. We started the first several months just going to the home of one child or two, because we had the same idea—if we could only do something to help that mother, perhaps we could. Unfortunately, I thought it was the Federal Government that said we could not do it with 3- and 4-year-olds, and I drove to Washington only to find out that it was the State that said we could not do it with 3- and 4-year-olds, because they didn't have a program for 3- and 4-year-olds.

Ms. **Swann**. Well, that is why we said we are working with 5-year-olds.

Mr. **Goodling**. Well, we eventually had to do it because of the State.

Ms. **Swann**. Right.

Mr. **Goodling**. But then, the superintendent who followed me would not fight the school board because each school board, of course, wants to have their children participate in everything else every child does. They can do this if they want to pay for it, but they could not afford to pay for it, and the law wouldn't allow them to be in the program. But we saw tremendous differences as they moved in kindergarten.

Ms. SWANN. Yes, and we are too. We had parents in that particular program who had never been to the school for any kind of activity before and now are even moving into the school and coming to some meetings.

Mr. GOODLING. We discovered that they became very involved once they lost the fear of getting involved.

Mr. Groves, this morning there was a lot of talk about their cutback in relationship to the 1980 census, are you finding this problem—I think a lot of them were talking about a 15-percent cutback this morning.

Mr. GROVES. We have not had a problem in Cabell County, not in vocational education.

Mr. GOODLING. Did you have a cutback in population from the 1970 census to the 1980 census?

Mr. GROVES. Yes, sir, we have lost student population in our school system.

Mr. GOODLING. But no one is telling you that you have a sizable reduction as far as your next school year?

Mr. GROVES. No, sir.

Mr. JENNINGS. The money is distributed under the Federal law only to the State level in vocational education whereas in title I it goes down to the county level.

Mr. GOODLING. But were we not talking about vocational education this morning?

Mr. JENNINGS. No, you were talking about chapter 1.

Mr. GOODLING. No, I missed that then. I thought all those people this morning were talking about vocational education.

Mr. JENNINGS. There were some cutbacks in vocational education because of a decrease in appropriations but most of the discussion was of chapter 1 because of the census change.

Mr. GOODLING. But it was that last panel and they were all vocational education people that kept talking about a 15-percent cutback.

Charlie, was not your panel talking about that?

Mr. CHATTIN. Yes, sir, that is on the State level of the biennial budget for 1984 to 1986, which we were handed down. This is the percentage. Vocational education is going to be cut $4 million and some dollars, then this was broken down into each region in the State of Kentucky, saying what we had to break out of it, which we had to say here is $161,000 for region 10 that we will give you, well, come out of our budget.

Mr. GOODLING. Then they misunderstood my question because I was asking whether it had something to do with the census, and one or two of them said yes.

Mr. CHATTIN. No; it does not have anything to do with it at all. It is just State dollars, what is available.

Mr. GOODLING. Then I will take that question back if it has nothing to do with it.

Mr. HATFIELD. You asked this morning about equipment. David and I were talking, and we were very lucky with our legislature this year for replacement with new equipment. Last year the budget was $750,000; this year they have budgeted us for the coming year $1,250,000. So on the whole, I thought the budget was up, was it not, David, over the past year? Of course, we have not seen the final one yet, but I think we are very strong.

Mr. GOODLING. Your legislative body is apparently thinking about retraining.

Mr. HATFIELD. We are getting ready.

Mr. GROVES. We have to do something in West Virginia.

Mr. HATFIELD. That is what the big meeting is about next week.

Mr. GOODLING. I have no more questions.

Chairman PERKINS. Mr. Boucher?

Mr. BOUCHER. Gentlemen, do you find that industries are cooperative in donating equipment to your vocational education program?

Mr. HATFIELD. I could not operate an industrial maintenance class if it were not for the mining industry. Every 6 months in our CETA programs we were turning out a total of 15 students. At that time they would bring in a shuttle car or a continuous miner, what have you, we would completely rebuild it, all the wiring, hydraulics, everything.

They furnished all of the equipment and materials. They have been tremendous to us. Our welding companies—our welding class—you know, welding is a very expensive program. A lot of materials are furnished. In our small area they are very cooperative.

Mr. BOUCHER. How about computer assisted equipment, are you getting donations of that kind?

Mr. GROVES. We have had some, but what we got was so far out of date and inoperable that after we got it, we found out it was not worth the time and effort even to pick it up.

Mr. BOUCHER. So you are planning to use most of your State budget to purchase high-technology equipment?

Mr. GROVES. That is what we are doing. We are going now totally—we feel—the term, "high tech," means different things to different people, and we have found out that in one of the meetings—we had a State meeting, that if you take a robot and you take it apart and lay out the parts on a table, that it represents the same parts except for the computer that you have in a piece of equipment that you have in just about every office, and that is a copy machine. You still have electronic controls and heat controls and mechanical systems and fluid systems. You know, all this is in there.

So what we are trying to do is we have two electronics programs. One—well, we have more than that if you count the part-time evening programs. We have one—this came out of a high school industrial electronics program that they are doing in putting some items together out of odds and ends.

Then we have a postsecondary or full-time daytime electronics technical program which is more theory and then some evening courses. And what we are trying to do is try to stay even. And I talked to the electronics instructor this morning, and I do not know enough about this to explain it to be quite honest.

Mr. BOUCHER. Do not worry, we are not going to ask you——

Mr. GROVES. The main thing that he said is—the scary thing, he said this is 2 years old and I said, "You mean we are changing this rapidly?" He said, "I am telling you that every week, every day things change and you put money into equipment now, and tomorrow it is outdated."

We get books, brand new books, they went to press a year ago; they are outdated. This is how fast the electronic industry changes. We are going to more personal computers, not only our business programs, for secretarial type programs, but we are using some computers for special education students who were mainstreamed in our vocational programs.

In just about every vocational program some type of computer is going to be involved. In auto mechanics, in the ignition and all those systems in a car is going to have a command control chip in there and just to use parts—to be a parts person, you have to be able to see what is on stock and what is the inventory and get the computer printout. There is computer knowledge that I think we are all going to have to have in many, many areas.

Mr. Boucher. So I gather you would welcome then Federal legislation which would provide some additional tax incentives for private industry to make contributions of high technology and equipment to vocational programs?

Mr. Groves. Absolutely, absolutely.

Mr. Hatfield. I know some of your auto parts dealers and manufacturers, like David has talked about, the electronics and fuel ignition, you know, everything is electronic. We are in the process in Mingo right now of lining up a series of workshops for this, and they are sending representatives in to do inservice with our people, and we feel this is going to be, you know, good. It is very good.

Mr. Boucher. Thank you very much.

Mr. Goodling. I have one additional question. Years ago, we in the vocational education business—used to run into a lot of trouble, sometimes opposition, with organization labor. They wanted to control things pretty much, and they were not overly impressed with how many more welders, plumbers, or et cetera you might be turning out. I think I see that changing now. Is there a better relationship between the union and the vocational education operation, or did you not sense that in your area?

Mr. Hatfield. Well, I would say there is some relationship. Of course, the union activity in our area is on the decline.

Mr. Groves. In our situation, we have three representatives of labor unions on our Vocational Advisory Council. We operate 16 different apprentice programs in the evening in conjunction with the unions in our facility. We try to develop a very, very close working relationship. We do not always see eye to eye, but at least we are talking back and forth and working together.

Mr. Hatfield. They are represented.

Chairman Perkins. Let Charles comment on that.

Mr. Chattin. I think he is definitely right. It might have toned down some. As far as you noticed, the boys this morning on the panel and so forth talking about house building and so forth, it is a thing here that is very sensitive. From the standpoint that if we started to build a house, for instance, and we would probably be required to get heating and air conditioning people, bricklayers, things in which we do not often need. I am sure either that or there would be a strike.

So you do have certain things, but there is an odd thing about it. The carpenter class has been going since 1940, for instance, never—they have always had the union representation on every craft advisory committee that is in vocational education without one word ever being said about the nonunion people you are turning out. They have gobbled them up and put them in an apprenticeship.

But if you start a bricklayers class tomorrow, you would probably get some flack from the union because all the union people are cut off from work, and they will tell you real quick they do not need it, there is not any jobs for them. So you have to handle that with just kid gloves, whether you do something or not. If the times are good, you can go ahead and do it. If the times are bad, you have got to watch it.

Mr. **Hatfield**. We had—one thing that you said was very sensitive would be with the hospital, that we watch our P's and Q's. We do our clinical work there, the nursing assistants or the LPN's.

Ms. **Swann**. May I please make some comments relative to the special education?

Chairman **Perkins**. Go ahead.

Ms. **Swann**. You have all of your documentation, but there are some things that I really feel an urgency to bring to your attention. One of them is in regards to the data that is being required. It has reached the point now in doing the project applications and the evaluations and the completion reports that the paperwork is smothering everyone.

I have had an opportunity this year to work in conjunction with the chapter 2 and the process there in terms of the required documentation, the application and how this is done, and there is as much difference as there is in day and night in what I need to do in regards to getting the program funded for chapter 2 and what I have to do in regards to getting the program funded under title VI(b). Much of the information for the different programs relating to special education, if you got the same information but the different divisions, will ask for it in a different kind of way, which means that you have to reorganize again.

I talked with our State Department people, and there is no urgency on their part to have available all of this documentation at the State level. So I would like to ask that if some look could be made at exactly how all of this data is being used in Washington in terms of determining what is necessary and what is excess baggage——

Mr. **Goodling**. Do not embarrass us.

Ms. **Swann**. Well, you know, really because if you will accept in terms of what we are doing for chapter 2 as being certainly appropriate for you, then you really don't need all of this extra stuff that we are doing in regard to title VI(b).

Chairman **Perkins**. Mr. Goodling and I both on two or three occasions disapproved the guidelines, and the Congress nullified them. It is very difficult to do, but we have done those things on a few occasions.

Mr. **Goodling**. We have a different lobbying group also, title I, chapter 2, which makes it somewhat more difficult.

Ms. **Swann**. Well, let me show you as a point of illustration.

Chairman **Perkins**. We understand.

Ms. **Swann**. There is chapter 2 and there is title VI. Now, you know, both of them were approved. Nothing wrong with them but something is wrong somewhere.

OK. There is another point in terms of looking at the revision of the regulations for Public Law 94-142. Now, you know, I know and you know that I do not know if we are ever going to get them revised or not because of the lobbying groups and so forth, but there are a couple of points that really need serious consideration.

One is in regards to the area for related service. There is a big concern on the part of educators in terms of where education stops and medical services begin, and I do not know whether you are aware or not, but various insurance companies that have made their own interpretation of what this law says and they are denying certain kinds of medical claims because they quote me Public Law 94-142 and say this is now the responsibility of education. So it is not a simple kind of thing, but it does need to be addressed.

And then there is another issue in the regulations and that is concerning the supervision of students in other than public school facilities. Now this is real tricky because we do not really know what supervision means. To our friends in the Department of Mental Health and the Department of Corrections and the Department of Welfare, this means the total takeover of education programs. This is their interpretation. That is not our interpretation in education. So someone needs to really look at that and define it.

Then another major concern we have is in regards to who actually made the determination in Washington concerning Federal educational laws because if we are operating in the Division of Special Education, we are getting directives and interpretation from the Office of Education, but we are also getting directives and interpretation from the Office of Civil Rights; and if you have been involved in one of these, as our colleague here from Mingo County has—I do not know whether he has personally, but Mingo County has—oftentimes and through our State Department of Education we can cite you examples of where those interpretations are in direct conflict with each other, and so some clarification needs to be made relative to who does education answer to from Washington?

Thank you.

Chairman **Perkins**. I wish you could be up there and see what has happened in the area of civil rights.

Ms. **Swann**. I was going to say, what day would you like for me to be there?

Chairman **Perkins**. Some of those people would run you off because I am for civil rights and I voted for the first civil rights bill, the first man from the South, I guess. But in some of those departments they managed to smuggle things or get regulations through that are not in accordance with the law at times, and it seems that we cannot get the department heads to do much about it.

It is just one of those things. It is not only in education, but it is practically in all the departments. You have run into similar problems?

Ms. **Swann**. Yes.

Chairman **Perkins**. So we do the best we can up there, and if we think we can nullify some regulations that are completely off base, we will.

Mr. Goodling?

Mr. **Goodling**. I have nothing else.

Chairman **Perkins**. Mr. Boucher?

Mr. **Boucher**. Nothing further.

Chairman **Perkins**. Let me thank this panel. You have been very helpful to us also.

Mr. **Goodling**. And very patient.

Chairman **Perkins**. And have been very patient. We did not intend to put you last by any means, but that is where you fell. I thought we would be here until much later, but we have worked all day, and you have been very helpful to the committee. We will come back again, and we hope you will be back again.

The committee will now adjourn. Thanks to all of you.

[Whereupon, at 1:37 p.m., the subcommittee was adjourned subject to the call of the Chair.]

[Additional statements follow:]

PREPARED STATEMENT OF RAY BRACKETT, ASSISTANT SUPERINTENDENT, FLOYD COUNTY SCHOOLS, PRESTONSBURG, KY.

Chairman Perkins and Members of the House Subcommittee on Elementary, Secondary, and Vocational Education, I am most appreciative of the opportunity to come before you to testify on the impact of Federal Budget Cuts on the Floyd County School District.

I am further appreciative of the time and interest of the subcommittee in regard to the impact of the funding reductions at the grass roots level. On behalf of my school district, students, staff, parents, and communities, I express a warm gratitude to you, Congressman Perkins, for Title I of the Elementary and Secondary Education Act and its continued categorical nature as Chapter I of the Education Consolidation and Improvement Act.

The Floyd County School District is a rural district with an enrollment of nine thousand plus students in grades kindergarten through twelve. These students are housed in 20 elementary and 5 high schools. The district employs over 5 hundred certified professionals and approximately 280 classified skilled employees. The budget for the 1982-83 school term exceeds 16 million dollars.

The students of Floyd County are not unlike those students all over the nation—their families are suffering from the economic conditions which have generated such gatherings as this one today. Of Floyd County's 9 thousand plus students, fifty-nine percent or 5,376 are currently classified as economically disadvantaged. This percentage has changed only slightly over the past years. Educational deprivation is also evident among the student population. Results from the Comprehensive Test of Basic Skills (CTBS-form U) administered to all Floyd County Elementary Students in April 1982, revealed that a need for remedial instruction in the basic skills of reading continues to exist. These test results showed that the percentage of students who scored below the 49th percentile in total reading ranged from 84 percent in the first grade to 69 percent in the eighth grade.

Floyd County began its participation in Title I ESEA, activities with the 1965-66 school term. The programs and the financing of the Chapter I activities have survived many cycles of budget cuts and regulation changes. Today the term "Title I" (Chapter I) means a chance for academic success to 2,000 plus students in twenty of the twenty-five Floyd County Schools.

The 1982-83 Chapter I Program in Floyd County's Schools provides remedial instruction in reading to 2,476 students. This instruction is provided by 40 full-time reading teachers. These students also benefit from the services of 3 reading consultants and 4 school social workers. These Chapter I activities are directed by 1 program coordinator who is assisted by a secretary-bookkeeper.

Floyd County's total grant for the 1982-83 school term is $1,064,977. Direct student service through individualized remedial instruction is the dominant feature of Floyd County's Chapter I Program; therefore, salaries for teachers place the greatest demand upon the Chapter I Budget. The salaries for 40 teachers, 3 reading consultants, and 4 school social workers require approximately $809,434 or 76 percent of the current budget. These salaries provides services to only 60 percent of those students who need this valuable assistance.

With such demand for remedial instruction and reduction in Chapter I monies, accompanied by even the smallest increase in teacher salaries, would have a devastating effect upon the potential for school success for many Floyd County students.

Because of the 15 percent cut for the 1983-84 school term, the only recourse for Floyd County is to cut Chapter I services to students. The Chapter I grant of $905,230 for the 1983-84 school term is not sufficient to maintain our Chapter I program as it now operates.

Since the costs of instructional and support services to students require the major portion of our Chapter I budget, these services will have to be reduced in proportion to the reduction in funds. With the 15 percent cut, Floyd County will be forced to reduce its staff by 12; 2 reading consultants and 10 teachers. Approximately 650 students will lose the reading instruction they so desperately need.

The citizens of the United States have made a great investment in Chapter I since its inception in 1965. Many parents have earned invaluable returns from these investments. Children, who at one time would have become a burden upon society, are now becoming able to contribute to society as a result of academic, emotional, and physical needs being met through Chapter I services. How can we explain to them that these services are no longer available? How can we afford to allow hundreds of thousands of dollars of school facilities to remain vacant due to reductions in our Chapter I staff?

When considering these cuts in the Federal Education Budget, we ask that Congressmen not only consider these questions, but also the lack of local and state funds to pay for underfunded and unfunded services. If Chapter I activities are underfunded, local school districts will have little choice but to reduce Chapter I services in proportion to the dollars taken from the program. Such action would leave many students with serious and diverse needs which the regular program cannot meet. Who will be held responsible?

I think the committee for this opportunity. I sincerely hope and pray you will remember those people who depend on you when final funding decisions are made.

SCHOOL FOODSERVICE PROGRAM

Mr. Chairman, I thank you for providing me with an opportunity to discuss my concerns in regard as to School Foodservice Program in Floyd County. In the Floyd County Schools at the present time 4909 Free applications and 656 Reduced price applications or a total of 5563 applications on file in the schools of Floyd County. From August 13, 1982 to March 29, 1983 we served 585,778 lunches to children at no cost to the child and 61,946 at a reduced price at 40¢. For the same period of time 16,093 reduced price breakfast at 25¢ and 231,950 free breakfast were served to the boys and girls of Floyd County.

Unemployment in our county is at an all time high. Coal business has been slow and few of the coal mines have been operating and another factor is the fact that many of those who moved from our area to seek employment elsewhere have lost their jobs and have returned to this county. With diminishing income and increased number of children it is very difficult to feed our children nutritious meals. Without the Commodity Program and the reimbursement for meals these needy children would have had to go hungry, and thanks to the Summer Feeding Program, these same needy children will have at least one nutritious meal each day. Last summer, approximately 30,000 lunches were served to children during the summer by the Summer Feeding Program for Children.

OVERSIGHT HEARINGS ON VOCATIONAL EDUCATION, SCHOOL LUNCH, ASBESTOS IN SCHOOLS, ELEMENTARY AND SECONDARY EDUCATION PROGRAMS

SATURDAY, MAY 14, 1983

House of Representatives,
Subcommittee on Elementary,
Secondary, and Vocational Education,
Committee on Education and Labor,
Lexington, Ky.

The subcommittee met, pursuant to notice, at 7:05 a.m., in the board room, University of Kentucky, Patterson Office Tower, Lexington, Ky., Hon. Carl D. Perkins (chairman of the subcommittee) presiding.

Members present: Representatives Perkins and Goodling.

Staff present: John F. Jennings, Counsel; Mary Jane Fiske, senior legislative associate.

Chairman Perkins. I am delighted to welcome all of you here this morning. I know it is a little early, but so many of us have so many other things to do. I believe that it is an enlightening experience for this committee to leave Washington from time to time to see what is going on in the field.

I am proud of Kentucky's accomplishments in education. I am especially proud of all that has been achieved through the various Federal education programs.

Kentucky also shares the same problems as many other States: declining resources, budget cutbacks, concerns about the quality of education.

This morning's hearing affords us a chance to hear first-hand from local people what is happening with our Federal education programs, including vocational education, compensatory education, child nutrition, and other elementary and secondary education programs. I hope we might cover such issues as how these programs are working and what needs are not being met.

As regards the chapter 1—title I—program, I understand that a number of school districts in eastern Kentucky and other areas will be losing 15 percent of their chapter 1 funds next year due to the change in census data used to calculate payments.

I want you to know that I am doing all I can to protect the programs in these school districts. I have been working hard for increased appropriations for chapter 1. The House budget resolution assumes a $660 million increase for chapter 1 for fiscal year 1984.

This would be a 21-percent increase for the program and would soften the loss of funds due to the census change.

The Senate last week passed an amendment concurring with this increase, but I must caution everyone that the entire budget resolution has not yet passed the Congress. In addition, even if a budget resolution passes, we still need to enact appropriation bills to actually provide the money. And the President may veto bills with increased funding. But I am hopeful nonetheless.

You should also be aware that there is movement in the Senate to attach an amendment to other pending legislation that would revise the title I formula to shift some funds to areas with low per capita income. This would be done by increasing each payment per child to give somewhat greater payments to children in poorer States and somewhat lower payments to children in richer States. This issue has not been taken up in the House. This part is off the record.

[Statement made off the record.]

Chairman PERKINS. Last, we have been hearing much discussion about how we can improve the quality of education. Three new reports have focused on this question and generated much discussion. I would be interested in learning the witnesses' views about some of the recommendations in these reports and other suggestions for improving education in this great State.

We heard testimony on these reports in Washington day before yesterday and in Ashland yesterday, and I was encouraged to hear the witnesses for all three reports recommend increased funding for education, including Federal funding. And anything that you want to discuss today in the way of the elementary, secondary funding or any other pertinent questions that I have not mentioned, feel free to do so.

Our first witness this morning is the distinguished superintendent of public instruction. Come around, Mr. Barber. We are delighted to welcome you here this morning. Proceed.

STATEMENT OF RAYMOND BARBER, SUPERINTENDENT OF PUBLIC INSTRUCTION, DEPARTMENT OF EDUCATION, STATE OF KENTUCKY

Mr. BARBER. Thank you, Mr. Congressman, Mr. Goodling.

It is indeed a privilege to appear before you distinguished gentlemen and talk with you about education. I think we all recognize that is the catalyst through which we maintain ourselves as a great Nation or decline as a great Nation.

Of course, being the State superintendent of public instruction, my entire life has been dedicated to education, and we are deeply concerned about education, not only in Kentucky, but throughout these United States.

First, I want to address the chapter 1, ECIA. In my opinion, the old title I was one of the better Federal programs for elementary and secondary education that has been enacted by our Congress. It has enabled the States to do a lot for the education of deprived youngsters, and the local districts have programs that they could not have had otherwise.

I worked, as you well know, Mr. Congressman, in title I before I became deputy superintendent of public instruction, and I saw firsthand the results of the title I funding that Congress made available. We do have some concern at this time about the formula, because it is very difficult for a district to be in a position where they have been receiving funds than in a given year—these funds—these cutbacks 15 percent in 1 year.

This causes a great deal of problems not only from the standpoint of educational services available to youngsters in the local school district but with State laws on tenure for teachers. It causes a problem there also. So we would hope that Congress would consider the formula that you were talking about on distribution of the funds whereby no State would receive that kind of a cutback, particularly in the impact areas.

Oftentimes, when you consider the AFDC formula that it is unfair to the poorest districts, and it is more favorable to the more wealthy districts in that it is based upon the wealth, rather, of a State because they can pay more to the aid of dependent children families.

So it causes States such as Kentucky a problem. So we would hope that equity is considered in the distribution formula of these funds where it will not create undue hardships on States and local school districts.

Again, I would like to emphasize the importance that I think that the chapter 1 program is to the poor children of this country and to the education of deprived youngsters across the Nation.

The next subject I would like to address is the Vocational Education Act. The reauthorization of the Vocational Education Act with increased financial appropriation will be imperative if Kentucky is to continue to meet the training needs of the ever changing work force that we are faced with today.

We here in Kentucky feel that we have an excellent vocational program, particularly in the secondary area. We are quite pleased with it. Frankly, we feel there is much to be done in our postsecondary area, particularly due to the changing in technology.

During this administration or during my administration as superintendent, we are emphasizing the postsecondary vocational program very strongly. We now have more than 15,000 adults in the long-range program, and we, of course, have thousands of people on the short-range program.

We would like to see—we emphasize and ask that the funding level of vocational education be increased. The data that we have is that 51 percent of—at least 51 percent of—the people that are unemployed today will not return to the job from which they left. That means in vocational education we have a great responsibility to retrain or upgrade these people so that they can find a job and become productive citizens in our society.

We feel that postsecondary education and vocational education is vital in Kentucky and as a chief State school officer, I feel that it is vital throughout the Nation. So we emphasize the fact and ask that the funds be increased rather than decreased for vocational education.

With the flexibility in the regulations that we can use those funds to meet the needs of business and industry wherever those needs might be rather than be restricted to a formula or administrative guidelines where we do not have that flexibility to meet the needs that we—that has been established for business and industry.

New legislation on vocational education, in my opinion, must include the following items: continue the Federal/State partnership with increased funding, give a greater emphasis to postsecondary and adult training with continued support to secondary vocational education, stress the needs for basic academic skills for vocational graduates, be more responsive to the needs of business and industry.

If we can have those four things, we feel that we can provide the services in the postsecondary field and secondary field that we need for our vocational people.

Another topic I would like to address is the child nutrition program, our school food service program. All of our 180 school districts in Kentucky are participating in the National school lunch program. We have approximately 452,000 youngsters who participate on a daily basis.

This is almost 60 percent of our youngsters in the Commonwealth participating. We have 100,000 youngsters that participate in the daily breakfast program. In addition, Kentucky has 120 child care food programs sponsored by the lunchroom program.

Chairman PERKINS. Let me ask you while you are on that point: After the enactment of Gramm-Latta II in June 1981, which cut the reimbursement rate back for the regular lunch program about 13 cents, how much did your dropout rate increase in the school lunch program, if any?

Mr. BARBER. Our participation as a result of the cutback, we dropped about 8 percent.

Chairman PERKINS. About 8 percent?

Mr. BARBER. Yes, sir, and this did have an impact upon lunchroom program here in Kentucky and, of course, nationally, we are no different than many other States. But, as a result of the cutback, we—our participation dropped 8 percent; so it did have its impact.

Having been an elementary principal for a number of years and a high school principal, but I noticed it particularly in elementary, the lunchroom program and the breakfast program are very important. It is impossible to teach a youngster if they have an empty stomach, they are hungry, and some of the youngsters that we had in the school that I was the principal of, we were not considered one of the poorer districts, sometimes that was the most important meal and the best meal that the youngster received during the day, was the meal he received at school.

A number of youngsters, even before we had the breakfast program, we fed them breakfast after they arrived at school. It is very important that the lunchroom program be continued both in the child care centers and in the regular program.

So I urge that you restore the level of funding in the lunchroom program and make it very sensitive to the needs of the deprived youngsters across this Nation and particularly, naturally, I am interested in those in Kentucky.

Some of the services that are recommended to be almost eliminated, if necessary, such as child nutrition, and so forth, it is very important in some of your schools to train the youngsters and make them realize the importance of good nutrition and, of course, hopefully get the parents to participate in them.

Another subject I would like to address is the problem of the presence of asbestos in our schools. In Kentucky, this is a serious problem. It is estimated that it will cost the local school district some $26 million to remove the asbestos that is known to be in our schools today. That is $26 million that we do not have, the local district does not have.

Chairman **Perkins**. Now you know and you are aware that in 1980, we passed an asbestos bill—an authorization bill; we handled it in our committee, held hearings on it. We had one school, to my knowledge, in Prestonsburg, Ky., that was affected. We were never able to get that bill funded.

Mr. **Barber**. Yes, sir.

Chairman **Perkins**. The environmental people in the country are going to have to help us some way to get that bill funded.

Mr. **Barber**. Yes, sir.

Chairman **Perkins**. And the bill, of course, needs to be amended now. The scope is much broader than we ever dreamed of at that time.

Go right ahead.

Mr. **Barber**. It is more of a serious problem here than we really thought about it being when the situation first came up, but the best estimate that we can arrive at in the department is that it will cost about $26 million.

Of course, we have until June 28 of this year to do something about it. On that date there, we must publicly announce which buildings, you know, have the asbestos and inform the parents, the PTA and the public of the hazards of it. And, of course, as you well know, this is going to cause an emotional problem among parents, but it is a regulation that we have to do that by the 28th of June.

Our districts are desperately attempting to do what they can to take care of the situation, but, quite frankly, Mr. Committee Members, Kentucky simply does not have the money available to remove all of the asbestos at this time.

Mr. **Goodling**. What—let me see how I want to phrase this—exactly by June 28 must you do? You must have had the facilities inspected?

Mr. **Barber**. No; EPA regulations require compliance by June 28 of this year. This regulation requires that each public or private day or residential school that provides elementary or secondary education, grades 12 on down, to complete the following: Inspect for friable materials, sample all friable materials, analyze all friable materials. If materials contain 1 percent or more asbestos, a warning must be posted, employees must be notified, and the local parent teachers association must be notified. And, No. 5, keep records in each school and in each central office.

Mr. **Goodling**. Is there a point where you not only have to post but you have to remove?

Mr. **Barber**. No, no. It does not say you have——

Mr. **Goodling**. Do you ever remove?

Mr. **Barber**. It does not say you have to remove it, but once you post that, you better be in a position to start doing something about it because of the emotional results that you will have.

Mr. **Goodling**. Are you doing anything on the State level to determine who it is that is going to determine whether, as a matter of fact, there is 1 percent or more there or not? Do you have any control—yesterday, I indicated that my real fear was that the person who does the inspecting and the person who makes the corrections could get into each other's back pockets and pad each other's back pockets. I think you would have a big deal doing there.

Mr. **Barber**. Yes. We have tried to control that as much as possible through our department of human resources that will provide the testing at a reasonable cost. I think——

Mr. **Goodling**. So it will not be a private group doing this?

Mr. **Barber**. It is up to the local. They have a choice. They can go through the State agency and get it tested, or they can go through private. We would hope that they would use the State agency if there is a suspicion——

Chairman **Perkins**. My colleagues were here; we heard some testimony yesterday. I believe it was a witness from Mingo County and maybe Harry Brown, that the prices that were quoted were just out of this world, ridiculously high. Some people expect to come in and rob these school districts—you should not fool with them at all. I do not know how we are going to get some experts in there to analyze it at a reasonable cost, but the quotations that we received yesterday——

Mr. **Goodling**. Well now, the superintendent is suggesting that they use only the department of human resources. I think that that would be a good idea.

Chairman **Perkins**. I do, too; yes.

Mr. **Barber**. That department has no vested, personal interest in rendering service. We have written the architectural organization—the Organization of Architects and Engineers asking them to keep the prices down on even, you know, going through and making the estimate, because really they are the ones that put it there in the first place and—

Chairman **Perkins**. That's right.

Mr. **Barber**. Some of the places have been charging exorbitant prices, and we have written each one of those organizations to ask them in cooperating in holding the prices down to help the local district because we feel that they have a degree of responsibility there in the fact that we have this problem because, as you well know, the districts have not prescribed the type of materials that go in a building. And we really have not received the response that we expected to receive from these organizations.

Chairman **Perkins**. Well, you may have to bypass them altogether. There is a way to do it. The military has done some research along this line, and if you have to bring in special people from some source or train them locally, there is a better way to do this—instead of letting certain engineers and architects try to rob the schools of the country.

Mr. **Barber**. Well, we have two people in the department of education that work for the local districts also, and we have sent them to receive training in this area, but actually two people, that is not that many. We just do not have the personnel to do this.

Mr. GOODLING. Well, I was going to ask, does your department of human resources have enough personnel to do this by the 28 of June?

Mr. BARBER. Not by the 28th, sir, but that is not their fault, particularly. Some fault lies with the locals and the department not to have anticipated this deadline.

Chairman PERKINS. You may be able to do some training through your vocational schools. The figures that Harry Brown quoted yesterday were just unreasonable.

Mr. BARBER. Astronomical, some of them.

Chairman PERKINS. Yes.

Mr. BARBER. Out of reason.

Chairman PERKINS. Completely.

Mr. BARBER. And I am disappointed in that these figures are being used—this price has been set at a level, in my judgment, of unreasonable and not justifiable, and, of course, the cost of removing it is, in my opinion, unreasonable, also.

Mr. GOODLING. There were two other comments yesterday where apparently the medical profession, in some instances has indicated that there is no danger to people, as a matter of fact, other than those people who are working in that kind of industry. But there would be a real danger if you start removing it because there is an 8-day period, I think the one testified, where these particles float all over the place. There is no way to do anything about them other than to breathe them in so that they may be causing more problems by attempting to remove them than we are going to correct.

Mr. BARBER. Yes. It is a serious problem, and it is a psychological problem, and it is an emotional problem, and it is a problem, I think, that we can understand the parents would have if they felt there was a danger to the health of their child. So we do have a problem, and anything that Congress can do to help us with this situation would be appreciated.

Chairman PERKINS. Well, we were going to try to get an appropriation. We have a bill before the Appropriations Committee.

Mr. BARBER. Yes, sir.

Chairman PERKINS. You gentlemen may be able to help us very much. Since there is already an authorization bill maybe we can get an appropriation.

Mr. BARBER. Yes, sir. I have communicated with them on this appropriation.

The other subject I would like to address is to commend your committee for the legislation to help in math and science. It is greatly needed. Here in Kentucky, 20 percent of our youngsters in high school are being taught math and science where teachers were not qualified to teach them.

Chairman PERKINS. Before we leave that subject, if four or five of your superintendents, or even if you could convince your Governor about the problem and see what experts you could get to go up there before the Appropriations Committee in Washington, that would be helpful. When they realize the seriousness of it, I think that they will make an appropriation, but it will take a group of you to make an impact up there, in my opinion, as difficult as it is today to obtain an appropriation.

How do you feel, Mr. Goodling?

Mr. Goodling. Yes. I think we said, when the legislation was being pushed through, you better think it through. We know what it is we are doing and whether it is going to be funded.

Chairman Perkins. Yes.

Mr. Barber. We will certainly follow up on it back to the academic area. I want to commend again the committee for some action you have taken. I think this is going to go a long ways. I think you have a good bill.

We here in Kentucky moved 2 years ago in which we set up a student loan in math and science, and we have 99 youngsters participating in that program now. We will loan them $2,500 per year if they will sign a contract with us that they will teach math and become majors in math and science and teach in Kentucky once they graduate, and we forgive them 1 year of the loan for each year they teach, and you get a maximum of a 3-year loan. We have 99 full-time students in it now. We have a group of teachers going back to school this summer participating in it to become math majors or science majors. We loaned them $800 per summer school.

Mr. Goodling. May I ask you about that? One of the things that I kept insisting on for that bill was that we really had to do something about helping elementary teachers who are supposed to teach all subjects to all youngsters and who really have not had that much training in—specifically in—any one subject area. Are you doing anything to encourage those elementary teachers as we do in the bill?

Mr. Barber. Yes, and I like—I think—that feature in the bill, because one of the big problems is the teachers of the middle schools and junior highs that are elementary majors, but maybe they have one or at the most two math course or science, and we are encouraging those people to take advantage of the student loan and go back in the summertime, and your bill is even better than ours on this.

Mr. Goodling. In fact, they probably had more courses on how to teach than they had on what to teach.

Mr. Barber. That is right. So I commend you on that phase of the bill, and the bill, as a whole, because yours is even better than ours in that phase, but there lies a problem, and we must resolve that problem in the elementary schools and junior highs, and I agree almost 100 percent with the report that came out of Secretary Bell's office. I thought it was a good report. It got to the point.

I think that we have to face up to the fact that we do have those problems that were brought out there and do the best we can to resolve them, but we will have to have help from the Federal level on some of those things, and you have already moved in that direction.

Mr. Goodling. We only had two problems with the report. It was an oversimplification of the problem and an oversimplification of how you correct those problems. He sort of forgot the family and the importance it plays on that whole area.

Mr. BARBER. But I thought he got right down to the point quickly, and I think there is what, 30 pages of it, 32 pages, about 7,000 words?

Mr. GOODLING. Made the public aware that there is a problem.

Mr. BARBER. It is indeed an honor for me to be before this august group. I kind of summarized what I gave you, and I am going to pass it out and hopefully you will read that, and I hope that you will realize that it is a sincere request, and it is nothing that we would not encourage you to do.

Thank you very much.

Chairman PERKINS. Let me compliment you on your report, Mr. Superintendent. The president of the University of Illinois was before the committee a couple of months ago, and I believe he stated that there were either 5,800 or 8,800 graduates from the University of Illinois last year, and only 48 or 50 out of all those graduates were certified to teach math or science. That proves that we must get them involved in high school, or even grade school, and certainly by the time they enter college to major in that area.

Now in the late 1950's, when we passed the National Defense Education Act that made the NDEA loans available, the rate of graduates was much higher. But what we did, we broadened the NDEA programs and the higher education programs and all the student assistance programs to improve all aspects of college work in arts and sciences and we kind of lost track of math and science. It is around the door haunting us today, and we must come back and make up for lost time.

It has got to be done at the local level primarily, but we have got to have more teachers in these subjects, and I like what you stated. It has just got to be done, and it is not going to be done overnight. It is going to take some while to do it with the competition in the world market with Japan and everybody else. If we look at our balance of trade, we cannot lose our technology.

But you mentioned in vocational education how we should be trying to meet the needs of older students, postsecondary students through vocational education. How can we do that and not harm secondary vocational education by shifting funds away?

Mr. BARBER. Well, it is hard to do when you have a limited number of dollars.

Chairman PERKINS. Yes.

Mr. BARBER. That is the problem, and we all realize there is a point at which you have to determine how many dollars you are going to spend, or how many dollars you have available to spend. It is very difficult.

I think that we need to look at a lot of things that are going on in the field related to education. Maybe some of those things are not sincere as others. For example, we have to go to a single audit for local school districts and Department of Education from OMB. This is a requirement, and they were in my office Thursday, demanding that we go through it.

This is going to cost a lot of additional money at the local school districts which, in my opinion, is not necessary. This is just simply not the time to enforce these kinds of regulations. The dollars that we are spending for these kinds of operations can be shifted to programs rather than to this kind of an operation.

It is one thing to be—for a CPA to audit books; it is another thing to be able to audit programs—educational programs. In my opinion, it will take some years of experience to be efficient in this, and it is going to be an expensive operation.

CPA's, as you well know, are expensive today, but whenever they have to take the time to have a single audit, not only audit the ledgers, and so forth, but you have to audit the programs if you are going to do the job. It is going to cost a lot of additional money.

Now, this is just one example where we would—and by State law the districts are audited by CPA's, but they are not—you do not have a single audit in which you have to have program audits. It is our responsibility in the Department of Education to make sure that the program of operation in all the school districts is in compliance with the Federal law and Federal guidelines. It should not be the responsibility of a CPA firm.

Chairman **Perkins**. Mr. Goodling?

Mr. **Goodling**. Just a couple of comments. The 15 percent that you talked about, of course, in reduction of your State and mine and others that have lost population have also lost the funding. It would be difficult, as the chairman said, to change those formulas because, of course, people who picked up the additional population also picked up the additional Congress person. So they, therefore——

Mr. **Barber**. We realize it is going to be a problem.

Mr. **Goodling** [continuing]. We will have the opportunity to make those kinds of decisions.

You said continued Federal and State participation or partnership is very important with increased funding. I am assuming you are saying increased State funding, increased Federal funding——

Mr. **Barber**. Yes, sir.

Mr. **Goodling** [continuing]. Not just Federal?

Mr. **Barber**. Right, sir. I think it has to be a partnership.

Mr. **Goodling**. The other interesting thing I found out was that in the report of the Commission and the recommendations that they made fly in the face of the recommendations of the pediatricians and the sociologists and psychologists, and so on, of the 1960's and 1970's. So, apparently, they are asking us to make some changes.

Mr. **Barber**. Yes, sir.

Mr. **Goodling**. And it will be interesting to see if the parents are now ready to make those kinds of changes.

Mr. **Barber**. Yes, sir.

Mr. **Goodling**. The demands, they are saying, that must be placed upon students are the very same demands that they told us we were not allowed to place upon the students——

Mr. **Barber**. That's correct.

Mr. **Goodling** [continuing]. In the 1960's and 1970's. So, it will be interesting to see whether we have a collision or whether parents have now decided that perhaps we should have used a little more common sense and our own ingenuity rather than relying so heavily on the pediatricians and sociologists and psychologists who, in many instances, did not have any children to rear in the first place.

Mr. **Barber**. In the State of Kentucky, on February 8, I recommended to the State board, and they adopted it, raising it from 18 credits to 20 credits for graduation from high school, 4 years of English, 3 years of math, 2 years of science, and 2 years of social studies. But in that recommendation I also recommended that by the end of the sophomore year, they have two Englishes, two maths, and two sciences going into the junior year. We have received a lot of public support for this, and the antis have been very few.

Mr. **Goodling**. The problem will come when the crunch comes, and some things will have to be removed from the curriculum or reduced in accordance. I think the recommendation of a longer school day, of course with consolidation in my area, would make it almost impossible in the districts we were visiting yesterday.

I imagine they get on the buses even earlier than they do back in the area I represent. Our youngsters are probably going to the bus stop probably as early as 6:30 in the morning, and if they are in activities, are getting them back to that bus stop at 6:30 at night. That makes it pretty difficult.

Mr. **Barber**. Well, we recommended a longer school day also, and we adopted a minimum of 6 hours a day, excluding lunch periods and recess, which we do not feel is unreasonable, but we feel the youngsters are entitled to a minimum of 6 hours a day of instruction.

Mr. **Goodling**. However, that 6 hours in the area we were visiting yesterday, if you talk about the time they start to the bus stop and the time they get home from that bus stop could be more like 9 hours or 10 hours, I would think.

Mr. **Barber**. I would say that would be an extreme example.

Mr. **Goodling**. Because I know in our area, depending again if you participate in activities after school, it becomes a long, long day.

Mr. **Barber**. We may have overconsolidated.

Mr. **Goodling**. Oh, there's no question. Big does not necessarily make better, and it sure did take an awful lot of pride out of the local community when they stuck that consolidated school out in the middle of nowhere.

Mr. **Barber**. When we were looking in the problem of why our 10th graders did not score well on the national tests, one of the things that came out very strongly was community participation. In the communities, the higher the participation, the higher the test scores.

Mr. **Goodling**. Because of their demands and involvement.

Mr. **Barber**. Thank you, Mr. Congressman.

Chairman **Perkins**. Let me compliment you. We intend to write Mr. Stockman about that auditing. It seems to me that is going to draw away too much money from the local school districts, and I agree wholeheartedly with Mr. Goodling. As regards the problems in mathematics and science, I do not know what it would take to solve them, perhaps, $15 million or $20 million, but the first thing we should do, and I think you will agree, is to get the standard requirements increased and work at it as rapidly as possible. But we are not in shape, as we all know, to implement the findings of the

National Commission on Excellence report overnight. It is going to take years.

Mr. **Barber**. That's right.

Chairman **Perkins**. But if we get quality education by changing the curriculum and leaning toward math, science and some foreign language and start now in our schools, I think it would be a tremendous improvement without too much financial drain. But it is going to take a lot of interest in the local communities to get this thing set in motion, and, of course, the State school superintendents have got to be the leaders along with the county officials, and the PTA.

But from the standpoint of quality education, I think we all realize that throughout the Nation, it must be improved, and we are all going to work toward that end together.

Let me compliment you for your testimony this morning. Mr. Superintendent.

Mr. **Barber**. Thank you.

[Prepared statement of Raymond Barber follows:]

PREPARED STATEMENT OF RAYMOND BARBER, SUPERINTENDENT OF PUBLIC INSTRUCTION, DEPARTMENT OF EDUCATION, COMMONWEALTH OF KENTUCKY

Chairman Perkins, Distinguished Members of the Subcommittee, I am Raymond Barber, Superintendent of Public Instruction for the Commonwealth of Kentucky.

It is indeed an honor for me to have an opportunity to appear before this Subcommittee and present my views concerning various aspects of Elementary and Secondary Education Programs, Vocational Education, School Lunch Programs, and problems related to the presence of asbestos in the schools.

First, I will address the topic of Elementary and Secondary Education Programs.

In "A Nation At Risk" by the National Commission on Excellence in Education, it was stated that, "If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war."

The inability of our population to make educated decisions on complex issues is a national crisis that can, and is, in "A Nation At Risk," laid at the door step of public education.

We, as educators, recognize the problems, and regardless who is responsible are, and have been attempting to resolve the problems of public education. Nationally, the New Federalism approach to education has forced the states to carefully prioritize their needs and muster their resources.

Before I talk about the efforts we are making in Kentucky, let us take a look at the national effort to provide basic funding and support for public education.

The basic federal support to the educational efforts of the states comes through Chapter I and II of the Education Consolidation and Improvement Act of 1981.

It is estimated that nationally, the proposed 1984 funding for Chapter I will be approximately 3.1 billion dollars. From that amount Kentucky will be receiving approximately 48,000,000 for Chapter I and an additional 3,400,000 for Migrant Education.

Title I has had a tremendously positive impact on elementary and secondary education in Kentucky.

Without assistance through Chapter I funding it would not be possible for school systems in Kentucky to provide reading and math specialists who concentrate on improving the performance of educationally deprived children in these basic skills areas.

Chapter I funding has also affected the ability of the local districts to provide for: the resources that were necessary to address the specific individual curriculum needs of educationally deprived children; the hardware and software necessary to meet individual needs of children in the areas of publications, textbooks, tests, and remediation; and effective instructional program evaluation process; increased exposure of local personnel to innovative programs that have proven to be successful in reaching disadvantaged children; better accounting and management of migratory students who previously may have passed through school districts without the knowledge of local school administrators.

Chapter I funding has also enabled state agencies to better meet the needs of neglected, delinquent or handicapped children. In addition, the demand for well trained personnel in the areas included under Chapter I, has allowed institutions of higher education to put more classes in their schedules for the explicit purpose of training these personnel.

That states have no alternative but to look for continued support from Chapter I funding if we are to continue meeting the needs of our diverse populations.

Chapter II programs operate on a set of criteria that allows flexibility in the federal funding level. This can cause some problems at local levels, because it may lead to either drastic reductions or increases.

Each LEA receives an allotment based upon the enrollment of pupils in public and private, nonprofit schools using data from the end of the first month of school for the school year prior to the one for which the funds are being awarded.

Additional funds are allotted to local education agencies which incur a high transportation cost due to a sparsely settled population. Funds are allocated on a per basis for all transported children in the pertinent LEA.

Determination of LEAs whose education imposes a high cost per child are made by considering all LEAs which show a high percentage of Chapter I (Title I) eligible children. Those LEAs thus considered will have a high incidence of high cost children and thereby require a high cost educational effort. Distribution is made only for those children shown in the eligible category. The children considered are resident children and, therefore, will include both public and private, non-profit school children.

The fourth category in this formula is high tax effort—low expenditure per child. To determine those LEAs falling under this category, the state average is calculated for tax rate and for expenditure per pupil in average daily attendance for instruction. All LEAs found to have a tax rate above the state average with an expenditure per pupil figure below the state average are considered. Distribution is made on a per capita basis for children enrolled in the pertinent LEAs.

Nationally in 1983 Chapter II provided 470,400,000 dollars in funding for elementary and secondary education. In 1984, the proposed Reagan budget is 450,655,000 dollars. Although this reflects an overall cut, Kentucky's funding has not decreased. In 1983, Kentucky received 7,057,931 dollars for Chapter II programs and in 1984 Kentucky expects 7,155,292 dollars.

At least 80 percent of the total federal funds is allotted for support of public education at the local level. In 1983 that reflected support to 724,752 students and in 1984 it will be for the support of 716,337 students. In addition, LEAs receive more money if 41 percent or more of their enrollment qualified for participation in Title I or if the transportation costs were high due to sparsity of enrollment. In 1983 the total of high cost children in Kentucky was 180,698.9—in 1984 it will be approximately 182,408.6.

This increase in the number of high cost students, accounts, to a degree, for the increased funding Kentucky expects to receive under Chapter II.

Twenty percent of the Chapter II money is earmarked for programs at the discretion of the Superintendent. In Kentucky this funding is being used to accomplish specific goals set forth within the Department of Education to combat the very educational problems that are mentioned in the national report to Secretary Bell. Some of Kentucky's programs include a School Effectiveness Project. A study of tenth grade test score declines and joint Vocational Academic Projects in selected school systems.

We recognize our problems in public education in Kentucky and have started working towards solutions. The goals we set to solve the educational deficiencies in Kentucky pre-date the National Report, but confront the very issues. The Department of Education has established specific goals for educational improvement. Three of our five goals are directed at overcoming the national concerns stated in the report.

Goal: To improve Student Performance.

To achieve this we have analyzed the problems reflected by the results of our tenth grade test scores, and are developing strategies to address them.

In addition we are strengthening curriculum requirements by requiring two units each of math, science and English in grades 9 and 10, by requiring a six-hour instructional day and by increasing graduation requirements from 18 to 20 credits.

Goal: To Reduce School Dropouts.

We are seeking to identify potential dropouts and develop intervention programs in local districts.

Goal: To Improve Local School District's Performance.

In line with the Bell Report we are developing a school effectiveness review process and are field testing it in ten voluntary districts in 1982-83. Twenty-five districts will be added each year. This review requires an in-depth, on-site review of instructional programs, a review of administrative and management practices and an action plan to affect the needed changes.

In addition we, in Kentucky foresaw the lack of equipped science/math teachers and, because of our deep concern and public awareness, Kentucky generated an incentive loan program which has brought us national recognition. We began by drafting a bill to be sent to the legislature. In 1982, legislation was passed which provided the incentive loan program for students who want teaching certificates and a major in science or math.

We had 99 students begin their work during the 1982-83 school year and 11 of these completed their course work. There are 33 students who will receive loans for the summer program.

Our math/science incentive program has begun to succeed. Our liaison has mailed the information and application forms for the 1983-84 program to our state colleges and universities. It is projected that we will have 80 to 85 new students next year. However, if a student has already been approved, he or she will have priority over a new appliant, especially those with high grade point average and ACT scores.

Students are eligible for one, two or three year loans beginning with their sophomore year. A year of the loan is forgiven for each two semesters a recipient teachers math or science in grades 7-12 in a Kentucky school.

We are indeed proud of the current success of this plan, but we will need money to continue.

This program was one of the top priorities I set for the Department of Education. But we have only laid the foundation and many educational reforms are still needed.

There are specific improvements which we feel must occur:

1. Higher salaries for math and science teachers.

If we don't provide a differential pay plan in these fields, we are going to lose our qualified people to industry, just as we have been doing in the past.

2. A required specific level of academic attainment for students in post-secondary vocational education programs. Basic academic skills such as math, science and communications is essential for students who plan to master vocational skills. This is an absolute must if we are going to meet the needs of business and industry and keep up with a rapid changing technology.

3. Adoption of a minimum academic standard for each grade in the public schools. Currently there is no universal expectation of what students should know.

4. Finally, we need special certification for math and science teachers in elementary and middle schools. Currently, college elementary-education majors are certified to teach grades one through eight, but few have special training in either math or science. This is one of the major reasons students are not better prepared for these courses when they reach the high school level.

In addition, we need more programs to get students at least familiar with computers. This is going to have to be considered one of the basics, and not just an enrichment exercise. The National Council suggested that one-half hour credit it computers should be required at the high school level.

Although a number of our schools are offering computer literacy progams, the programs are just getting started and they must be improved.

We now have a special committee reviewing Kentucky's method of financing education. We feel that we have made some great strides in improving the quality of education. However, if we are to continue with new innovations and more improvements, we are going to need federal funding to support us in this effort.

I am well aware that we are facing one of the worst economic phases in our nation's history. But I am hopeful that federal policy will not cut back programs and funding which help foster economic recovery.

We must not reverse or impede the progress that has been made in academic and vocational education. Our state and nation has too many adults and youngsters who need the basic skills of education and vocational training to compete in a work world which has too few jobs.

These programs are not short term. They will require several years to reach a satisfactory improvement level, and the current funds will be barely sufficient to sustain the effort. With the eroding revenues in Kentucky, it is critical that new funds be made available if Kentucky is to compete adequately in the area of public instruction. New, innovative programs must be implemented and current ones expanded and carried to completion.

Now, I would like to present Kentucky's views regarding some aspects of the reauthorization of vocational education.

Vocational education has played a significant role in the progress and development of this country. Since the enactment of the Smith-Hughes Act of 1917, the federal government has provided the financial resources and leadership necessary to ensure that a mechanism remains in place which can prepare and train individuals to enter the work force.

The need for the continuation of such a mechanism will be even more important in times of economic recession and revolutionary changes in American Industry.

The reauthorization of the Vocational Education Act with increased financial appropriations will be imperative if Kentucky is to continue serving and meeting the training needs of an ever changing workforce.

I would like to call special attention to some aspects of the Vocational Education Act and present specific proposals related to each aspect for your consideration:

1. Special Populations: Eliminate categorical match; allow the state to fund individual projects at any percentage it deems appropriate; but the state must combine special program expenditures with all others to make up the required statewide match.

2. Maintenance of Fiscal Effort: Remove requirements to maintain at the local level the state/local expenditures for two and three years before federal funds may be awarded; retain the statewide maintenance of fiscal effort requirement; retain the non-supplanting of federal funds requirement at both local and state levels.

3. Planning and Evaluation: Remove detailed state plan requirements in favor of general guidelines on writing a plan for implementing program and services; reduce the level of detail required for federal reporting of data; require local planning processes that include heavy involvement of business, industry, and civic leaders; reduce level of prescription in evaluation requirements in favor of guidelines to conduct evaluation of program effectiveness during the period covered by the plan.

4. Levels of Funding: Continue federal funding of secondary vocational programs, but with more emphasis upon their guidance role, basic/introductory training function, and employability skills value; place greater emphasis upon adult vocational programs, especially those short term activities designed to retrain displaced workers, upgrade workers needing new skills, or provide employable skills to new labor market entrants.

5. Involvement with Business and Industry: Require program specific advisory/craft committees; require a greater proportion of advisory councils and planning groups to be composed of business and industry leaders; encourage, but do not require, the contribution of services, materials, supplies and/or facilities from the private sector.

6. Support Services: Expand and broaden the role of guidance services, require staff updating in industry, and support the costs with federal funds, updating of curriculum and equipment to keep up with technology should qualify for support services funding.

7. Use of Federal Funds: Allocate a large share of the basic grant for adult training, both full-time for degree and non-degree programs, and short-term for such activities as upgrading, retraining, and apprenticeships. Do not restrict use of funds to the point to where dollars cannot flow to existing programs, but make it advantageous to fund new and/or expanded programs; give states greater flexibility in funding distribution to the local school level and at the same time require greater shares of federal funds for areas of high unemployment, extensive labor market transition, and areas of severe labor force shortages; fund special programs as a separate title and source of funds and require states to address each group of special needs with broader latitude as to the level of support and matching requirements.

The future of vocational education is in the hands of the vocational education leadership across the nation and in the federal government. It is this leadership that will determine whether vocational education will continue to play a valuable role in the growth and development of this country or whether it will become known as a formerly useful educational alternative. With strong leadership vocational education can play a significant part in helping solve some of the nation's concerns.

At this time, I would like to emphasize the importance of the child nutrition program to school children in Kentucky. Currently, all of the 180 public school districts in Kentucky participate in the National School Lunch Program. Approximately 452,000 children are served through this program.

Nearly 60 percent of our 1,300 public schools provide breakfast to over 100,000 children.

When considering the magnitude of the potential effect of child nutrition programs on Kentucky's school children and children nationally, it concerns me that the President's 1984 federal budget proposal reflects a 312.8 million dollar reduction below the current service level nationally for child nutrition.

Specifically, provisions of the proposed budget and their impact on child nutrition in Kentucky are as follows:

1. The federal proposal to repeal the School Breakfast Program, the Child Care Food Program, and the Summer Feeding Program and replace them with a General Nutrition Assistance Grant with greatly reduced funding.

These cuts in addition to the reductions enacted in 1982 would jeopardize the continuation of these vital services to children. Furthermore, a block grant approach represents an abdication of federal responsibility which would result in many of these services being terminated or drastically reduced.

Reduction in funding for child care feeding would ultimately increase the cost of child care services and thereby reduce the opportunity for many parents to work. Since a child's nutritional requirements do not end with the close of school, we strongly support the continuation of the Summer Feeding Program.

Finally, the block grant proposal offered by the Administration would reduce Kentucky's federal administrative funds by nearly 30 percent in 1984. In the absence of staff funds to offset this reduction, we would have no choice but to reduce staff and thereby reduce the quality of technical assistance.

2. The federal proposal to terminate the Nutrition Education and Training Program.

Termination of this program would result in the loss of 70,000 dollars to the Kentucky Department of Education for the Purpose of promoting nutrition education in our schools.

3. The federal proposal to create an independent base for calculating the payment rate for reduced price lunches.

Over the past two years the cost of a reduced price lunch has increased from 10 cents to 40 cents for eligible children.

If this proposal is enacted, the price of a reduced price meal could increase by as much as 10 cents and would place a greater burden on families that contain unemployed parents.

4. The federal proposal to establish a system for reviewing and certifying free and reduced price lunch applications at local food stamp offices.

Requiring parents to contact another agency would result in fewer eligible children participating in the program. The school meal program is an eductional program and fragmenting responsibility would no doubt create many communication and accountability problems. Since all free and reduced price applications are processed in the first month of school, local food stamp offices would have to hire and train additional personnel to deal with increased workload or delay the timelines of the approval.

Such a proposal would tend to label the National School Food Program as just another welfare program which it is not.

5. The federal proposal to postpone for a period of six months any cost-of-living adjustment in reimbursement rates.

This proposal would result in the loss of several million dollars of needed funding to combat inflated cost of goods and services for the first six months of next school year.

If the above proposals are enacted by the Congress, Kentucky's schools would lose in excess of 4 million dollars in federal flow-through funds and approximately 230,000 dollars in federal SAE funds.

These losses would come at a time when state agencies are facing significant cutbacks in state dollars.

In view of the almost 30 percent reduction in federal funds over the past two years, we can ill afford to further jeopardize the quality of these programs which would no doubt occur if the above proposals were implemented.

The last topic that I would like to address is the controversial situation that exists with the presence of asbestos in our school buildings. National attention was drawn to this situation in 1976 with the discovery of loose, flaking asbestos material in a New Jersey school. Needless to say the presence of asbestos, which is reported to be a cancer causing agent, in school buildings has created much concern for all public officials, parents and school personnel.

In 1977 after receiving information regarding the hazards related to the presence of asbestos in schools, the Department of Education conducted surveys to determine the extent of the asbestos problem in Kentucky's schools.

In 1978 a task force was formed to investigate the asbestos problem further. Beginning in 1979 local health departments inspected Kentucky school buildings for the presence of materials that could possibly contain asbestos. During that same year asbestos material was removed from the Prestonsburg High School. By 1980 the Federal Government had passed the Asbestos School Hazard Detection and Control Act with the final regulations published in January 1981.

This regulation required that all school buildings be inspected for friable materials, and if friable material was found, the samples had to be analyzed for asbestos. If one percent or more of asbestos was present, notifications and warnings had to be made. Interest free federal loans were supposed to have been made available to any district having found friable asbestos containing materials. These loans were to have been used for abatement actions. For some reason this portion of the regulations was not funded thus the loans were never made available.

In May, 1982 final regulations were again published. These regulations superseded the January, 1981 regulations. The basic difference is that the interest-free loan provision was dropped. The local school district is the responsible agent under our current situation.

All Kentucky schools must be in compliance with the May, 1982 regulations by May 28, 1983.

With no Federal involvement and very limited state involvement the local school district must bear the burden of dealing with the asbestos problem. This is no easy task and will obviously create a tremendous financial burden on the local school district.

Asbestos is a significant problem for a large number of school districts in Kentucky. Our latest estimate shows that the statewide cost for abatement of asbestos in Kentucky's schools will run around $26,000,000. Costs for individual school districts will range from $30,000 for encapsulation of the asbestos containing material to 1.5 million dollars for the removal of asbestos material from four schools within a district.

Our school districts are ill-prepared to deal with the managerial or financial aspects of this problem. They are also faced with the expense of complying with the Federal regulation requiring inspection of all facilities, sampling of friable materials, laboratory testing, and the posting of warnings and issuing notifications where friable asbestos containing materials are found.

"The costs are going to be horrendous by the time we get it removed." This comment was made by the Director of the West Kentucky Educational Cooperative and illustrates the financial impact of this issue on local school districts. The West Kentucky Educational Cooperative is made up of 26 school systems.

The Director of the Eastern Kentucky Educational Development Corporation expressed similar concern regarding this issue when he said, "We feel most local districts cannot afford to do this. It's a monstrous problem."

Under the current framework most school systems will be forced to use funds that are earmarked for educational purposes, in order to pay for the costly removal of asbestos.

The Department of Education is doing all that it can to provide assistance to local districts within the bounds of its authority. In fact, we consider this to be such an important problem that two members of the Department of Education have attended EPA sponsored schools on the asbestos problem and have served as consultants to our school districts. Workshops have been conducted, assistance has been provided with inspections, and information has been supplied on laboratories, engineers, architects, and contractors knowledgeable in asbestos abatement.

This still leaves our school districts with the Federal Regulation compliance requirements, plus the moral obligation to free our schools of this hazardous material, and for the most part, without the needed financial resources.

Gentleman, it is my opinion that this is a national problem and I have every confidence that you will provide the necessary leadership on this issue at the national level. We are willing to do everything we can at the state level to alleviate this problem but we will need help.

I hope this testimony will be useful to you in charting a course for our educational policy at the national level.

Thank you again for providing this opportunity to share Kentucky's perspective.

Chairman **Perkins**. Now we have a panel here. R. B. Singleton is not here, but he has a representative.

Come around, Mr. Madden; William S. Napier, Perry County; Dillard Prater, Harlan; Frank Sanders, Fayette; Karen Salmon-

Hart, president, local branch of American Association of University Women. All of you come around.

Do you want to go first, Mr. Madden, in place of Mr. Singleton? Go right ahead. I am going to take you as your names are listed.

STATEMENT OF EDWARD MADDEN, COORDINATOR, CHAPTER 1, KNOTT COUNTY, KY.

Mr. **MADDEN**. On most aspects I concur with Mr. Barber about the problems that face education, particularly in my county. Of course I am more prepared to address title I.

Chairman **PERKINS**. Go ahead; that is all right. Go ahead with what you are prepared on.

Without objection, all the prepared statements will be inserted in the record.

Mr. **MADDEN**. Of course, asbestos is a problem we have. All the schools have been inspected, but the report is not back.

But back to chapter 1, chapter 1 has been fully utilized in Knott County since 1965, and we are one of the counties that is 41 percent over a 3-year period.

Mr. **GOODLING**. Would you repeat that one?

Mr. **MADDEN**. Forty-one percent of—well, 15 this year, 15 the following, and about 11 the third year. That will be devastating to us.

Are there any questions that you may want to address?

Chairman **PERKINS**. What is that?

Mr. **MADDEN**. Do you have questions you want to address toward me on this?

Chairman **PERKINS**. No; we understand the impact of the census shifts on the formula. I think Mr. Goodling and I understand it thoroughly. We may see some action over in the Senate, and if we get that action, I feel we may be able to hold it.

Go right ahead with anything else you want to tell us.

Mr. **MADDEN**. I have listed here averages by the year, if you want to look—over the years. We engaged in reading, math and a readiness program. We have averaged serving 1,623 youth since 1965 in reading, 109 in readiness, our average gain.

Starting in 1955, 51 percent of our children were behind in reading 1 year or more. Today that is 34. We contribute that to chapter 1. We did not start math until 1976, and 46 percent were behind then. That, today, is 28. Of course, we have a nurse program, and, working with the local board, we serve all the kids in the county.

That is all I have to offer now.

[Prepared statement of Edward Madden follows:]

PREPARED STATEMENT OF EDWARD MADDEN, COORDINATOR, CHAPTER I, KNOTT COUNTY, KY.

Chapter I of the ECIA which is the outgrowth of Title I of the ESEA of 1965 has been utilized fully by the Knott County School System since 1965. The impact of the Chapter I-Title I program on the youth of Knott County, Kentucky is immeasurable. To document the impact of Chapter I, we can only do so by listing the positive concrete results. We cannot begin to measure the accomplishments unless we can imagine where we would have been without it.

Without Chapter I we would have failed to offer remediation in reading and math to an annual average of 1,623 youth in the period since 1965. We would have failed to better prepare the beginning child for the educational experience at an average of 109 per year. We would have failed to adequately screen and serve an average of 137 youth in sight and hearing conservation. We would have been short thirty-seven classrooms, untold materials and equipment, an average of thirty-one teachers per year, and many other additions the local system could not adequately do.

The academic components we have been engaged in for most of the years is reading and math where we take the child who is behind and attempt to catch him/her up with the child of his/her age and/or ability group. We have accomplished this in reading. Starting with 1965 the percent reading one year or more behind was 51 percent and advancing steadily to April 1982 to a percentage of 34. Starting with 1976 the percent in math one year or more behind was 46 percent and advancing steadily to April 1982 to a percentage of 28. The other academic component we are engaged in is readiness. In this component we use the first four to six weeks of the school year to identify the children who are not ready for the beginning experience. These children are placed in small groups, fifteen or less, and given intense attention for one-half time of the school day. The results of this program have been phenomenal where the average first grade repeat has dwindled over sixty percent.

In addition to the academic components we have support programs in nursing and social work. Chapter I allows us to reach all the children by doing in addition to what the local board can do. This program leads to health needs identification and service to all youth in our county by locating agencies that can and will serve these needs.

We also aid in supplies which are essential and by being able to do in addition to the local system we satisfy this need.

The proposed reduction of fifteen percent for the coming school year will be a devastating blow to our program. It means a total reduction of $108,000 and transposing to student services it means the youth will be less served. The 41 + percent in low-income youth as compared in the 1980 census to the 1970 census is hard to comprehend. Perhaps the 1980 census, using mailing instead of direct visitation for census purposes, was not factual, or perhaps the coal boom of this period was misleading. Regardless of the census the facts are not true today. Today we are serving in excess of 70 percent of our children on free or reduced lunches which is far in excess of what we are being projected in the Chapter I formula. Projecting this for two more years where fifteen percent reduction would be realized the youth of Knott County would really be neglected.

Chairman **PERKINS**. All right.

Go ahead, Mr. Napier.

STATEMENT OF WILLIAM S. NAPIER, PERRY COUNTY, KY.

Mr. **NAPIER**. My name is William Napier. I represent the Perry County school system.

I want to speak to the reduction of funds our schools are to receive in the remedial reading chapter 1 program. Like Mr. Madden, our reading project has proven sound and effective. It has been since the inception in 1965. We not only improved the reading scores of our children, but they sustained the reading level into the text grade level that they go into.

During the coming school year, Perry County will receive about 85 percent of the chapter 1 funds it received in 1983. It is like many of the other counties and districts surrounding us. The program will be further reduced to 62 percent over a 3-year period. We are about 38 percent——

Mr. **GOODLING**. In both of your cases your State is projecting money that it is going to receive under the new census figures. Then, in turn, it is telling you in the counties what your reduction will be over that 3-year period. Is that how you are coming up with these figures?

Mr. **NAPIER**. Yes; these reductions, or this amount of reduction seems to be very unfair and unjust to the children who really need the extra reading instruction.

We have 1,912 children receiving extra reading instruction in Perry County schools at the present time, and 100 percent of that cost is borne by the chapter 1 funds. Should the chapter 1 funds be reduced to 62 percent in 3 years down the road, the program and the number of children would be reduced by the same amount. There will be fewer than 1,200 students who will receive or remain in the reading program.

Congress is now funding new programs to stimulate the subjects of math and science that Mr. Barber mentioned earlier. I think we all feel that this is a critical area and is fair, and we feel it is a good program, but the ability to read is essential to these same subjects, and, as in all areas of learning, it points out the need to maintain the chapter 1 reading program at its present level funding.

We feel that the State, nor the local board, will pick up the extra burden of funding these programs. There has been a history of losing programs when the Federal effort has stopped. So we urge that this committee and you gentlemen have helped to maintain the present level of funding chapter 1 funds because we do have the need for the extra instruction of reading for our children; the need is there.

Mr. GOODLING. If this were to work ideally, of course, as you reduce population, then you would also be reducing the number of youngsters you have to serve. Is the reduction in the youngsters you have to serve commensurate with the reduction in your overall population in your State?

Mr. NAPIER. We do not feel that this is—we have an increase in students. We have had a slight increase in students in our area or in our district over the year.

Mr. GOODLING. Are you having increases in students now the last couple of years?

Mr. MADDEN. We are about on a plateau. We are remaining around 4,000. We have for about 4 or 5 years.

Mr. GOODLING. In many districts that I am familiar with, there has been a remarkable decrease in the number of youngsters in the schools.

Mr. NAPIER. We have increased about 500 students in the last—well, in the last 10 years.

Mr. GOODLING. They eat and drink different things down here, Carl.

Chairman PERKINS. These are adjoining counties we are talking about.

Mr. NAPIER. We are in the coal mining district, and the last 10 years have been very good for coal. Unfortunately, at the present time, it is not good, but we still have the students here.

Mr. GOODLING. Because, as I said, the ideal thing is supposed to be that you are having that drop because apparently in your State you had a drop of population as we have in Pennsylvania.

I think he was finished, Mr. Chairman.

Chairman PERKINS. Are you finished?

Mr. NAPIER. I appreciate the opportunity to speak before you, and that is the end of my statement.

Chairman PERKINS. How many additional children did you have under the 1970 and how many under the 1980?

Mr. NAPIER. We—I am not sure of the exact number. It was a 62 percent—in 1980—was 62 percent of the 1970, according to the census. We do not follow that census report. We cannot detect the drop in ours. For instance, in our school lunch program, the applications for free lunch in that program, where we get our information for our chapter 1 guidelines, these applications have not decreased to that number.

Mr. **Madden**. Ours was 3,249 in 1970 and 1,789 in 1980.

Chairman **Perkins**. And how was yours, Mr. Madden?

Mr. **Madden**. 3,249 in 1970 and 1,789 in 1980. I think there coal was unfortunate, because our lunch applications in 1980 were approximately 80 percent down, and yet our disadvantaged youth, the qualifying ones, went down.

Mr. **Goodling**. Let me get that straight now. You just said in 1970 that title I youngsters you were serving were 3,249?

Mr. **Madden**. 3,249. Next year, we are projecting, according to the 1980 census, 1,789.

Mr. **Goodling**. Then you have a sizable reduction in the number of youngsters you are going to serve?

Mr. **Madden**. That is right.

Mr. **Goodling**. Won't that——

Mr. **Madden**. We do not serve them based on income. It is based on needs.

Mr. **Jennings**. Pardon me. What Mr. Madden was saying was that the new census resulted in the shift in the number of children that were counted for purposes of determining how much money they are going to receive.

Mr. **Goodling**. I see.

Mr. **Madden**. We receive money based on——

Mr. **Goodling**. I thought you were saying that the numbers that you are going to be serving have been reduced that dramatically.

Mr. **Madden**. Well, it——

Mr. **Goodling**. The need, in other words, I thought you were saying has reduced——

Mr. **Madden**. Not the need; no.

Mr. **Goodling** [continuing]. That dramatically, and if that were true, then, of course, a 15 percent cut would not be a problem, because you are cutting the number in half.

Mr. **Madden**. That would not be; you are right there.

Mr. **Napier**. The need is still the same, but the funding is what dropped.

Mr. **Goodling**. But yet, you say the number of pupils you are going to have next year will be an increase in the number of pupils you had, for instance, in 1970.

Mr. **Madden**. We do not just serve those who are low income.

Mr. **Goodling**. I know.

Mr. **Madden**. We serve those who are behind. That number will remain constant almost. Well, going back to our percentage right now, if next year we must have 41—34 percent of those in—that is the whole student body of 4,000 in reading alone. An additional 28 percent of the whole student body if this remains constant in math——

Mr. **Goodling**. But my problem is that they are indicating that they had an increased student population. If I understood both of you, you will have a slight increase in your student population, but

I do not understand, then, where the reduction comes in helping because of the change of the census.

Mr. **JENNINGS**. Well, Mr. Madden in his testimony said he thought possibly using mail to conduct the census may not have resulted in as complete a count of the poor children within that county because, in 1970, they did a personal census. This time, they did a mail census, and in some of the rural areas they contend that they did not count as many children because of that.

Mr. **PRATER**. May I respond to that, too? In 1980, the coalfields were booming, unemployment was low. Of course, now the unemployment is very high in the coalfields, and if the census were taken today, the coalfields would be very—we would probably have near the same number we did back in the 1970's that would qualify for the amount of money, and that is hurting us all. I am from Harlan County, which is—has the same problem as they do, and there was a boom in the coal industry in 1980.

Chairman **PERKINS**. You go ahead, Mr. Prater.

STATEMENT OF DILLARD PRATER, HARLAN COUNTY, KY.

Mr. **PRATER**. I am here to address the asbestos problem, although I concur with these gentlemen over the chapter 1, because I, too, am a chapter 1 coordinator, and I am very much aware of the problem. We in Harlan County are losing 35 percent over the next 3 years, like these gentlemen.

Chairman **PERKINS**. Do you attribute that to the loss of the children in the area since the coal business is very low, much lower than it was in 1970, when your census was taken, or is it attributed to the lack of employment in your area?

Mr. **PRATER**. I contribute that to the lack of employment in our area. I believe that there is not too much difference in the number of students in the county now than there was in 1970. When the census was taken in 1980——

Chairman **PERKINS**. The coal industry started to boom.

Mr. **PRATER** [continuing]. The coal industry was at a very high peak, and now that it is going down, and it is down, we do have a very high rate of unemployment, and the need is there. We have a very large number of disadvantaged children economically right now, and we do feel that if the census were retaken now, we would probably be back up where we were in 1970.

Chairman **PERKINS**. Go right ahead and discuss your asbestos problem.

Mr. **PRATER**. OK. The school districts of Kentucky are facing a most serious problem, a problem that the Federal EPA demands we give our attention and one that for many districts will require monetary solutions almost incomprehensible in terms of local school finance. I am sure you are aware of the problems of asbestos in our schools and other public buildings.

The EPA is requiring that by the end of June 1983, as Mr. Barber stated, all schools shall have been inspected and sampled for asbestos and health warnings posted in those found to contain asbestos. While the EPA is requiring nothing more than the posting of warnings in contaminated buildings, one can assume that once the public becomes aware of the concern for the health of their children, this will prompt them to request school boards to alleviate the problems. Inability or refusal of school boards to meet the request with absolute certainty will result in parent strikes and school closings.

In Harlan County, of course, it does not take a lot to get the parents to want to walk out. In fact, just a week ago, we were concerned in one school with a lice problem. There were about three or four kids that had lice, and we almost had a walkout because of that problem, and it does not take a lot to cause some of those people down there, and we have made the headlines in the past few years because of some of our strikes against the coal mines as well as the schools. So we feel that this problem is really going to be big when we start posting these things.

We recognize the potential for the chaos in our communities. As school officials, we also recognize our responsibility for the welfare of our students. We feel that our only choice is to provide a safe building by eliminating the hazards of asbestos, but for many local school districts already financially strained by declining revenues, the prospects of having to remove the health hazards created by asbestos are overwhelming.

One of you mentioned price quotes a while ago on the removal of this. Price quotes for asbestos removal range from $8 to $24 a square foot. The cost for one school alone in Harlan County—that is the James A. Cawood—our largest school, with 66,000 square feet, could run anywhere from $528,000 to $1,584,000, depending on which one of these we used. Of course, the State department of education has absolved itself from trying to help because of the financial reasons and because of the possible future problems with maybe cancer or something, they do not want to take a chance on being sued. They are leaving it pretty well up to the local boards of education to work out the problems for themselves.

During the period in which our schools are being challenged to meet the high technology educational demands of our society, it looks as though our financial resources are to be so depleted as to seriously impede our capabilities of providing even the most basic of educational programs.

If we are expected to continue providing quality educational programs, we must have more than sympathetic understanding in zero-funded aid programs in resolving the asbestos problem. We are asking for your help in providing meaningful, adequate and immediate assistance for our problem that we may continue to direct our energies and resources toward our basic goal for providing quality educational opportunities for all of our children.

Now we are in the process of getting our schools—we have already had the samples taken. We have not had all of the results back. We did have a preliminary result back on the James A. Cawood High School, and the preliminary showing showed that it was between 1 percent and 2 percent, which is within the EPA guideline, but once the parents see those signs, it does not matter what guidelines you are worrying about.

Now, all of our schools have some asbestos in one form or another. We have mostly pipes—hot water pipes around the furnace, and so forth, are wrapped in asbestos. But this one school, which was built in 1965, is probably our biggest single problem in the county, and we just do not have the funds to alleviate the problem, and, as I said, once the parents see these signs and once the notification has been sent out to the groups that are concerned, like the PTA's, and so forth, we do feel that by the time school starts in the fall, that we can have a real serious problem as far as attendance goes.

[Attachments to Dillard Prater's statement follow:]

Attachments to Dillard Prater's Prepared Statement

FROM THE HARLAN COUNTY BOARD OF EDUCATION, HARLAN KY., REGARDING RAMIFICATIONS OF CHAPTER I CUTS

In signing the Elementary and Secondary Education Act of 1965 into law, President Johnson said of fulfilling his pledge to education, "the first work of these times and the first work of our society."

Education is essential to the nation's political and economic security. Awareness of this is essential in order that public preceptions and priorities of education be furthered.

Federal government has an obligation to provide an educational foundation ensuring equal opportunity. To meet this, the federal goverment must require and finance equal access to that opportunity.

Nearly eighteen years of what is now Chapter I has proved consistent success. It has made a difference in the educational growth and development of the disadvantaged student. The results of additional amounts of instruction, additional teacher qualificiations, frequent progress feedback, and greater planning has paid off. "Sustaining Effects" have found that those students receiving compensatory education learned at a faster rate than did those students who needed remediation but did not receive it. Such studies have revealed average gains of thirteen months in reading and fourteen months in math for the seven-month period between fall and spring testing of first year students.

These statistics are tangible and admirable. The impact of a cut in the funding of remedial programs may not be felt for years. Such cuts will be felt and society will pay the costs. Benign neglect of access to quality education will take its toll in the future.

This country is not engaged in a rapid breakdown of constructive endeavors that have had federal nuturing for nearly a generation. As President Reagan's fiscal 1984 budget proposals showed, he hopes for a whopping cut of $133 million from Chapter I funds. Education has already taken a disproportionate share of cuts through New Federalism. Local school districts must implore Congress to continue and to increase their support of quality education.

The impact of the 1980 Census has resulted in devastating effects on the Chapter I programs of Eastern Kentucky, Harlan County in particular. 1980 statistics revealed a prosperous time in the coal industry. The opposite was true even prior to the use of this census. The economy of Harlan County is not what it was in 1980. Many mining operations have cut back; many have closed down. Other employment in the county has suffered commensurately. Now it's faced with an even greater economic deprivation, we receive a smaller grant when, in reality, we ought to receive a larger one.

ECIA recognizes that children of low-income families are more likely to be deprived of appropriate educational exposure. Chapter I services make direct contributions to the learning of poor children. These extra services do make a difference. The ten years between counts is unacceptable. The child of 1983 is lost, a mere statistic, by the time the 1990 census could do him any good. The nine-year-old who needs remedial help this year will need it even worse with each passing year. He will be out of our reach if he has to wait seven to ten years—until another head count—to be served. We can't afford to waste so many minds. Society cannot afford nor in good conscience accept the ramifications of schooling with any lesser degree of learning. The future costs as a consequence of such cuts will prove far greater than the fiscal effort of federal government needed at this time. Something must be done to circumvent this injustice that has been so imposed. We submit to your talent and energies for the development of a formula whereby this wrong may be expeditiously corrected.

REGARDING VOCATIONAL EDUCATION

The Harlan County Board of Education's major concern in vocational education is the cost factor inherent in the program. In the past when there was ample funding for vocational education, local boards employed many teachers and had sufficient monies available for the purchase of materials and equipment to provide a good instructional program. Due to the cutbacks in funding for vocational education, the local boards have been left with the almost insurmountable burden of keeping up-to-date in programs and the accompanying instructional aids and equipment. The costs of providing programs in this area are moving at an ever-increasing rate.

The current demands of businesses and the public place a financial hardship on local boards of education since funds are no longer adequate to meet their needs as they perceive them. Preparing the students to enter the job market is becoming more and more complex and costly with the new technology and computer centered world of work.

In summary, the lack of funding for keeping staff, equipment and materials in the vocational program to the optimum degree has become a financial burden and it is felt if we meet the needs of the respective communities in this area that increased funding at the national and state level is necessary.

REGRADING SCHOOL FOOD SERVICE

Recommendations for school lunch and breakfast program

1. A Breakfast program without charge to any child.
2. School districts should receive more commodity foods.
3. Increase reimbursement of Section IV money.
4. Increase the Nonfood Assistance Program money to purchase equipment.

Chairman **Perkins**. Do you think the asbestos problems are going to interfere with the attendance this fall?

Mr. **Prater**. Yes, most definitely we do.

Chairman **Perkins**. How so?

Mr. **Prater**. As I said, many people in our area are going to look at the bad side regardless, and it may not be as bad as they think, but things like cancer, and so forth, that they have been reading about and hearing about connected with the asbestos just scares them to death. You know that; you are a good old mountain boy, yourself, and you know how they react.

I am not going to address the other problems these gentlemen have already addressed. I think they have covered most of those fully, but my superintendent did ask me to come along.

Chairman **Perkins**. Are your local communities able to raise any money to remove this asbestos, local school districts? Are they in financial condition to do anything?

Mr. **Prater**. No, they are not.

Chairman **Perkins**. They are already——

Mr. **Prater**. We are almost—well, we are on the borderline of going into the red every year. We barely make ends meet.

Chairman **Perkins**. From the standpoint of operation and maintenance of your school system?

Mr. **Prater**. Yes.

Chairman **Perkins**. What is your tax rate up there locally per hundred?

Mr. **Prater**. I am not positive; 18 or 19.

Chairman **Perkins**. All right. We will hear from Frank Sanders now, head of the division of Federal and State programs.

We are glad to welcome you back here.

STATEMENT OF FRANK SANDERS, FAYETTE COUNTY, KY.

Mr. SANDERS. Thank you. We are glad to have you back in Fayette County. Dr. Cross, our superintendent, extends his greetings to you, being in the local school system as superintendent for several years, of which he will retire next year. So I guess that longevity will cease to exist.

I would like to repeat some of the things that have been said, because I think they are important enough to repeat. I think the success of chapter 1 in our school system has been tremendous. I always like to tell this; it happens every year in our testing, and that is that our chapter 1 schools have better test score results than our nonchapter 1 schools. So that may give you some indication of what we do with our chapter 1 funds.

We fortunately are not like the three preceding school systems. We will only have a 1- or 2-percent cut. Our number of children who fit into the 1970 and 1980 census remain constant or close to being constant. However, I would want to add quickly that if there was a cut—a significant cut, such as they are receiving—the program is cut accordingly. Therefore, there is no local funds to make up for this cut. Therefore, this program will be lost to our system.

Mr. GOODLING. Why are you remaining constant?

Mr. SANDERS. I do not know, because our school enrollment since about 1972 has gone down over 6,500 people. We are down now from the 36,600 to less than 30,000, but our number of people who met the income level have remained constant from the 1970 to the 1980 census.

Mr. GOODLING. What is the background? What are the industries or the businesses you have not had the fluctuation in?

Mr. SANDERS. You are in our community. This is Fayette County right here in Lexington, and it may be some movement from the mountains. There is a large number of us from the mountains originally who are here.

Mr. GOODLING. Came to the city and never returned.

Mr. SANDERS. We have known Carl for many, many years. But that's about the only explanation is that a number of them have stayed around, a number of them have come into town and low income—Lexington is pretty diversed. We have some high technical industries, IBM, Square D, these types of companies. Then we have our farming areas. So we have no heavy industry.

Mr. GOODLING. So basically you are saying your student population has declined, but your poor population has increased in that same period?

Mr. SANDERS. I would say stayed about the same, not increased. Now, this is a little bit different from a lot of districts that you will find in Kentucky is that where your poor population has stayed about the same, you have had a declining enrollment, where we are just the opposite—their enrollment has stayed constant because of people coming back to the mountains and not moving out, whereas the people here have moved out, and then, you know, it is a different philosophy in life now. You only have one child and this type of thing now, so I think this has all led to the fact that this population——

Mr. GOODLING. So your student population has declined, but your poor population has remained constant?

Mr. SANDERS. Remained constant. Again, repeating that if our Federal funds were cut, the program would be cut. There are no local funds even with a district such as ours that supposedly is one of the more better financed districts in the State, but we would not have the funds to continue this program, and I guess what I am trying to say to you is that if we cannot continue it, then who else in the State can?

So the help is needed from somewhere, and I guess this is my plea that I am trying to make this morning to probably one of the best funded programs that I have been involved in in some 25 or 26 years in education.

We would like to see title I increase in funding. We would like to see the continued forward funding so that we will have sufficient time for planning, because if you do not have time for planning, then you will not do the appropriate programing.

Our title I project has never been the same one year from another. We have changed it every year, trying to improve it, and, according to them, we think we have an excellent title I, now chapter 1, program.

I would like to mention and urge the committee, I am sure that this subcommittee will probably get involved after the Senate does its thing on the technical amendments that are before it now, and as far as I am concerned, these technical amendments to the Educational Consolidation Act must be passed to do away with the drafting areas and ambiguities that exist in chapter 1 regulation. This is real important, because there are school systems and we happen to be one of them at this point in time——

Chairman PERKINS. The House has already passed it.

Mr. SANDERS. Right; the House has passed it. It is now in the Senate.

Chairman PERKINS. Mr. Goodling's bill here.

Mr. SANDERS. Right; yes. That is the one we went through last year, and I believe the President——

Mr. GOODLING. And my dear President vetoed it——

Mr. SANDERS [continuing]. Vetoed it; exactly.

Mr. GOODLING [continuing]. On bad advice from his OMB Director, primarily, I think.

Mr. SANDERS. I believe he has gotten some bad advice several times before.

Mr. GOODLING. We took some of the objections out of it, but there are some of those that we just cannot give in to.

Mr. SANDERS. I believe the atmosphere seems to be shifting just a little bit in the last month or two. For some reason or other, I think he will sign it.

Mr. GOODLING. I think he will, too. We are running into a few problems on the Senate side now.

Mr. SANDERS. Well, they have always been a little difficult at times.

I would like to encourage this subcommittee to be in opposition to the voucher plan. I think the vouchers in relation to chapter 1 at this point in time, from what I have been able to educate myself about, is the most ridiculous thing that I have come across. I do not know what we would do at the local level if they are thrust upon us because of all the planning that we like to have; the vouchers leave no room for planning.

Chairman Perkins. I do not think you have got too much to worry about. I think Mr. Goodling will——

Mr. Sanders. I did not think so, either, but I wanted to mention it to this subcommittee.

Chairman Perkins. There is very little support that I have found, and I know of no support in the committee and very little in the House, if any.

Mr. Goodling. The only thing that bothers me, not on the voucher system but on the tax credit situation, is that there are only two of us in the State of Pennsylvania who voted against tax credits—I could not believe that. We had 25 members——

Chairman Perkins. When tax credit gets on the floor, it is more dangerous, but the voucher plan——

Mr. Goodling. I do not think it will get to the floor.

Mr. Sanders. Well, either one of them.

Mr. Goodling. I do not want either one of them to get to the floor.

Mr. Sanders. That is right.

Mr. Goodling. But the President is committed——

Mr. Sanders. Yes, I know what you are saying.

As an individual school system who is one probably—financially we are in the top 5 or 6 or 7, or within the top 10 in the State, I think it would be obvious to you our reaction to the formula change.

I mean, you know, I think this would be natural. Those that have a high per capita will get less. On a State basis, I think it is ideal for the State of Kentucky; do not misunderstand me. On an individual school basis, the higher per capita would get less obviously; then we will take a cut in Kentucky. Therefore, I think as a counterbalance to this——

Chairman Perkins. It is only a statewide average. It would not go down to the school district.

Mr. Sanders. OK. Then I am wondering how the State then would allocate to the individual school districts.

Chairman Perkins. Have they indicated to how how much money you are going to receive next year?

Mr. Sanders. Yes.

Chairman Perkins. How did it compare with the present year?

Mr. Sanders. About 1 percent or 2 percent less.

Chairman Perkins. About 1 percent or 2 percent less.

Mr. Sanders. The thing that I am concerned about is that on our State law of equalization in Kentucky, we are the top school system. They are trying to equalize everybody to us, but when they set up that equalization, they put us just one step up, so we get—we do not share in equalization.

Having been that route for several years, we are a little bit leery when you come to the high per capita, because this may tend to leave us out. What I would suggest if it is—that potential is there, then; if we could leave in the concentration grants, this might be an offsetting situation.

Please do not misunderstand me to say that I am opposed to the concentration grants as they relate to the other districts in Kentucky. I am not. They need every cent they can get. Financially, a lot of them need a lot of help, and this asbestos problem is not going to do anything but increase their financial misery.

So, in any cut in any educational program, all this does is increase the lack of programs that they can provide for their young. So please do not think that our personal thing is in relationship to the rest of the districts in the State of Kentucky, because it is not.

On impact aid, we would encourage continued funding of it. I know in these technical amendments the fiscal year 1984 is continued in that. I would like to see a change. I have been talking about this change in impact aid for years; I may be the only district in the State of Kentucky that would bring this up.

Low-rent housing that has been funded by Federal funds, removed from the property role, provides us a bigger problem in Fayette County than section B or class B youngsters who work on property—who work on Federal property and live off. People who live off have their own homes; they pay their own taxes, this type of thing, but the low-rent housing—we get a little in lieu of tax from the local—from them and I think it is about $10,000 a year.

Well, $10,000 a year, you know, that will not even pay a beginning teacher's salary.

Mr. GOODLING. May I react to that? I don't have my figures in front of me, but I, even though I benefit from part B of impact aid, have been fighting it simply because my districts are as affluent as they are in a couple of the areas. Simply because there is the Mechanicsburg Naval Depot, and simply because there has been a couple of Army depots, it has not impacted them other than to bring more money into areas.

However, I do have some problems. I do not have the figures in front of me. When you are talking about public housing, it seems to me we have already made two contributions on the Federal level into this public housing. In other words, tax dollars have flown in there on two different occasions, and I do not have my facts and figures in front of me right now.

First of all, the subsidy that comes from the Federal Government, and then it seems to me, as you said, there is a small amount in lieu of, but it seems to me there is another one involved there, and that is where you run into trouble in the Congress when you talk about impact aid in that area.

For years, as I remember even before I came, Carl knows better than I, that was on the books, but never funded, and then I believe—was it 2 years ago or 3 years ago, when it was funded, and I believe the fund was dropped again, was it not, if I remember correctly?

Mr. SANDERS. You would be interested to know that this is the second—third year that we are using our impact aid money, and I mean all of it, to provide a remedial reading program in our nonchapter 1 schools that follows our chapter 1 program, and we are trying to get those schools now built up to the chapter 1 schools.

I would encourage you to, if possible, increase the funding in the Education of the Handicap Act. We have about the same number of children handicapped in this school system that we are providing service for as we do chapter 1, between 3,000 and 3,500 in both situations. Obviously, that act is very important to us.

We have a lot of children that are not—who do not originate in Fayette County, but who move into Fayette County because of the services that we are able to provide in this area. Smaller school systems in the State cannot provide these services because they do not have the number of students in the different handicapped area to find a full-time position. Let us face it; it is very difficult.

People in Harlan County, Pike County, Floyd, Letcher, and Johnson, the list goes on, are trying to find full-time special-ed teachers when they only have one or two children in the category.

First of all, you cannot finance a teacher for one or two children in a category. A lot of these children end up down here. I know several people who are maintaining a residence here during the school year; then they go back to Floyd County, they go back to Pike County for the summer, and take their handicapped child or children with them. We——

Mr. GOODLING. Would you like us to increase those regulations?

Mr. SANDERS. So that we would, you know, encourage.

I would like to add that chapter 2 has been fantastic to us this year. We have enjoyed the flexibility. We have been able to expend those funds in the priority that we have needed in the local level and not at the whim of the special interest groups of the different, small categorical programs. I know that this seems to be bothering some people because a lot of the money has gone into equipment. A lot of it has gone into computers; a lot of it has gone into science equipment.

Computers will be used in math; the science equipment obviously in science.

We have talked about math and science teachers today and the lack thereof. So we are getting into areas with the flexibility that we need. The more materials that go into these areas the better job these teachers can do even though they may not be completely trained. They have got the materials and equipment to work with.

So chapter 2 has been fantastic. However, I would like to suggest that we not put ESAA into chapter 2, that we fund ESAA separately and not cut chapter 2 funding in order to fund ESAA. I guess I am asking for an increase in funding. I also may be asking for my cake as well as eat it also in that particular situation, because we all know that part of the chapter 2 funding came from ESAA funds originally. I would hope that we will not lose some of our chapter 2 money for the ESAA funding.

I would encourage you to continue to support the school lunch program. Somehow or another, it seems to me that all the surplus food that we have stored in caves, bins, millions and million billions of dollars—it is costing millions and million billions of dollars a year for just storage; that not only we give that to the elderly, I would like to see us give it to the needy.

As I understand it, the program—as long as you are over 60 years old, you can receive this food. I think this is absolutely sinful. Now my mother, who is 82, has no more reason to benefit from that than a man in the Moon just because she is over 60 years old. Now I know there is probably a philosophical point that if you are over 60, you are a senior citizen and, therefore, you may need the help. My mother does not need the help.

Mr. GOODLING. Even worse than that, I discovered in the committee the other day it is 55.

Mr. SANDERS. Is it 55? In 2 years I will be able—in 1 year and about 1 month, I will be able then to receive this. I just do not believe I should have it, and I will be retiring in a year from this June. I do not think I deserve it, to be honest with you.

I think those who are needy deserve it. So, I just think that needs to be switched. I don't know if that is an administrative type premium or what procedure, but I think it is absolutely asinine. I do think it is a good idea to get rid of it. What other place do we store and store and store and store and as much—we pay out more money for storage than the product is worth. That is not a profitable venture.

Our count has not changed in school lunch, as you would surmise by our per-count, the students not changing. The change in regulations there did not make that much effect in our system. Vocational education——

Chairman PERKINS. Did you have any dropout in the last year or so from your school lunch program, or did they remain stationary?

Mr. SANDERS. It remained about the same thing. It fluctuates annually, and there was no difference—no significant difference that we could relate to the change in regulations. I know that is not particularly what you would like to hear, but I am sorry.

Chairman PERKINS. Well, I want to hear the facts. It does not make any difference to me.

Mr. SANDERS. But so many people, though, have lost—practically, I guess, most of the schools—a lot of the school systems in the State have lost because of the change in regulations.

Mr. GOODLING. You are basically saying the paying youngsters—the number attending and eating—were about the same?

Mr. SANDERS. That is so.

If vocational education [illegible] going to continue. I think we have got a phase-out now going around—it is a phase about computers. I am not as wild about them [illegible] some other people are. I know some report somewhere that I read recently in the next 3 or 4 years, they were only going to establish some 28,000 new jobs.

Well, if that is all the new jobs that will be established in the next 3 or 4 years, then we better not get too heavy in computers with our vocational training, and we better stick to some of our other basic service programs. Twenty-eight thousand jobs in, I believe it said by 1990, that is not very many jobs nationwide for a whole new industry.

Mr. GOODLING. I think you are correct when you say we really better concentrate on the service areas. I think a lot of those people, particularly people you have, will never come back to the jobs they are doing. They are going to have to become service-oriented people.

Mr. SANDERS. Adult education obviously, I think we need to continue. We have some 12,000 to 15,000 participants every year in our adult education program here in Fayette County. Some of it is just good old basic education, learning how to read, and here I mentioned to you that we are one of the top 10 per capita in the State, but yet we have this type of program. So it does not leave anybody out.

I saved until last before I summarized the single audit. The local independent city school system merged with the county school system in 1967. Following that merger, we had five auditors that came in, Federal auditors, and spent 3 months with us auditing some programs in the former city independent school system. These people knew as much about programs as nothing, absolutely ignorant on programing, but they profess to be the experts in this audit because they did a single audit, title I.

I hope I am going to be able to retire before I go through another audit like that. I think it is absolutely ridiculous. This reminded me of the comment that you made about the psychiatrist back in the sixties and seventives on raising children and not having had any children. That is what this reminds me of.

Here I have spent 17 or 18 years trying to learn about chapter 1, title I and ramifications of all Federal programs that we are involved in the school system. I still do not feel comfortable knowing about them after all this length of time, and yet they are going to come in and sit in judgment, you know, after a 10-hour workshop.

I talked to our auditors, and, you know, what are you going to do with this single audit? They do not know. I said, well, good, let me help train you. At least you will know what you are looking for, and this single audit—I believe that area had been referred to as the CPA's bill, or something like that. I read somewhere where it was going through Washington in the process.

Mr. GOODLING. If we go to a flat income tax, they will need some work to do.

Mr. SANDERS. This is true, too; that's right.

Summarizing, I would like to encourage you to continue the support that you have always provided over the years in regard to chapter 1 and chapter 2, vocational education, adult education, in the area of education, period, although special education may be under maybe some other people, but this does compare generally back under this subcommittee and the other committee that you chair and urge you to continue your support of these programs.

I wish you continued success, and I appreciate the opportunity to appear before you. Thank you very much.

Chairman PERKINS. Any further questions, Mr. Goodling?

Mr. GOODLING. No.

Chairman PERKINS. Let me compliment you this morning. We have been very interested in your testimony, Mr. Sanders.

Our next witness is Ms. Karen Salmon-Hart, president, local branch of American Association of University Women. Identify yourself, and go right ahead.

STATEMENT OF KAREN SALMON-HART, PRESIDENT, LOCAL BRANCH, AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

Ms. SALMON-HART. Thank you for allowing me to appear here this morning, Mr. Perkins and Mr. Goodling.

I am Karen Salmon-Hart.

Chairman PERKINS. Hold the microphone a little closer to you so we can all hear you.

Ms. **Salmon-Hart**. I am the president of the local branch of the American Association of University Women. I also serve at the State level as corporate relations chair.

For all of you who do not know, the American Association of University Women represents over 190,000 in the United States with over 700 members in the Commonwealth of Kentucky. AAUW is the oldest women's organization in the United States. It has a long history of advocating education. All our members hold a baccalaureate degree or higher in higher education.

Since AAUW members have a devotion to higher learning, we have always had funding for special projects as well as grants and a concern toward quality and equity in education, and I am here today on behalf of the State division of AAUW, also at the request of the national level of AAUW, to address the reauthorization for the Vocational Education Act.

To be quite honest, I have had a lot of crash courses in the last 2 weeks on the Vocational Education Act, and I am representing AAUW's advocating the strengthening of the sex equity initiative that began in the 1976 Vocational Education Act amendment.

AAUW believes the primary purpose of Federal funding should be the provision of resources to eliminate historical patterns of discrimination and stereotyping which limits the education and occupational opportunities of women, minorities, the disadvantaged, and handicapped. This includes insuring equal access to existing programs, supporting the provision of new programs in economically depressed areas and funding special instructional supportive services to assure underpopulation participation and success in vocational education, including nontraditional programs. Without a strong Federal role, there are few efforts to meet these needs.

We endorse under the new act, which continues to specify that each State expend at least $50,000 annually from the VEA funds to employ at least one person to work full time to assist the State in overcoming sex discrimination in vocational education. The functions set out in the 1976 act should be retained and amended to give the sex equity coordinator authority to approve grants related to overcoming sex discrimination and sex stereotyping. The coordinator should administer any or all such programs. Congress should retain existing provisions of the Vocational Education Act which authorize the use of Federal funds to eliminate sex bias in vocational education programs, curriculum and counseling, provide vocational education, and supportive service for displaced homemakers, single heads of households and other women who suffer economic hardships because of the lack of job training, provide day care and support experimental and pilot programs and other activities to overcome sex bias and encourage students to enroll in nontraditional programs. These provisions should be consolidated into a separate title with an authorization of allocated moneys.

Any provision for funds for high technology should include two provisions to insure that such training is accessible to girls and women. At least 10 percent of Federal and State matching funds for high technology should be designated for support programs to increase women and girls' access to high technology education.

A high technology cooperative education program targeted at women, minorities, and the disadvantaged and handicapped should be established in every State to help those currently underrepresented in technical jobs make the school-to-work transition.

AAUW also supports efforts to direct more funds to help the handicapped and disadvantaged students. Because all available data indicates that women and girls are critically underrepresented in such programs, States should be required to assess the needs of the disadvantaged and handicapped females and develop procedures to meet those needs. The AAUW also urges Congress to authorize a national study of participation of women and girls in programs authorized under the Vocational Education Act for handicapped and disadvantaged students.

In Kentucky, it has been reported to me that progress has been made in making all vocational education available to both women and men. It was not long ago that there was no nontraditional enrollment in Kentucky and the attitudes of teachers, counselors, and administrators have become more positive toward nontraditional training for men and women.

However, in Kentucky, the enrollment indicates that there is still much to do to assure individuals opportunity to pursue careers based on their ability and interest rather than sex. The significance of this is far-reaching. For the continuation of women in traditional vocational education training means that the continuation of these women to be placed in traditional occupations which have low pay and limited career advancement.

The sex equity coordinator position with set-aside funds is still needed, and we also endorse this in the State of Kentucky to keep reminding people that efforts to assure individuals the opportunity to pursue careers based on abilities and interest are still necessary. We feel that without such a position the progress that has been made would slide backwards.

In the 1980's, two out of every three new workers will be a woman. This is a key to vocational education positions, the training of these women who will be entering the workplace which requires significant technical skills and knowledge. This is why funding is so important in this act, for vocational education provides specific programs which will train women to be placed in occupations that are regarded nontraditional.

The primary purpose of Federal funding for vocational education should be provisions of resources and incentives for State and local education agencies to eliminate historic patterns of discrimination and stereotyping which have limited educational and occupational opportunities of certain segments of the population: women, racial, and ethnic minorities, the disadvantaged and the handicapped. This purpose includes assuring equal access to existing programs and facilities, supporting provisions of the new programs in economically depressed areas, inner cities for minorities and for the poor and underserved populations.

The lesson of the 1976 Vocational Education Act amendments is that what was required was usually implemented, and where it was implemented well, it worked. Based on the experience of the 1976 amendment, AAUW calls for Congress to continue the sex equity initiatives in vocational education and to strengthen the mandate to the States to overcome sex discrimination and sex stereotyping in all the vocational education programs, and that is my bit on vocational education.

I would like to add to Superintendent Barber's early-morning comment about the—I would like to commend you on the mathematics and science enhancements in the school programs. Locally, we would like to do anything we could to help, and statewide, if there is any need to endorse this action, we would be more than happy to.

Mr. GOODLING. And I would like to add that sex equity was a part of that whole deliberation.

Ms. SALMON-HART. Right.

Chairman PERKINS. Let me observe that the present act—Vocational Education Act—requires States to take action to overcome sex stereotyping in enrollments, and it requires a hiring of a State sex equity coordinator, and I presume Mr. Barber has one at this time?

Ms. SALMON-HART. Yes. Betty Tipton.

Chairman PERKINS. And it requires the spending of at least $50,000 a year for the State for those activities, and it permits States to fund displaced homemaker programs and day care. Do you know whether or not that has been done?

Ms. SALMON-HART. Yes, displaced homemaker; day care, I am not sure.

Chairman PERKINS. Now there is no doubt but what there is some sex discrimination. We have tried to remedy the situation with practically every piece of legislation that has left our committee in many years, and what would you suggest that we do, that we have not already done?

Ms. SALMON-HART. I would suggest probably to make sure the commitment of your legislation trickles down at the State level. Like I said, if we continue with the Federal support and the emphasis on that, the States would soon realize it. In my research that I have been doing recently, we have found that although it is written on the Federal level, it not necessarily has been implemented at the State level.

Chairman PERKINS. Mr. Goodling?

Mr. GOODLING. Well, I think this is a good example of how this is beginning to work. Yesterday, we were visiting one vocational education school and four students came before us—two men and two women. One was, I would say, in her fifties, she went through the displaced homemakers program and then the vocational education program, and is now being trained in tool and die.

The other young lady was 21, and she is in mechanical drafting. Ten years ago, I suppose, had you visited most schools, that would not have been true. Apparently, it is trickling down and it is being carried out. I think—who in the early 1960's would have thought that we would see an astronaut go off into the skies—that will be a very capable young lady.

So I think, through Federal assistance, we have made progress. In fact, considering how slow we started—given the position of women that was carried over from the countries from which they emigrated—I think we have made tremendous headway in the last 20 years.

I think a lot of that had to do not with ERA marches, but with persistence on the part of women in the courts. My fear during the symbolic part of the ERA was that they may relax their court efforts, which were really paying off, and put too much emphasis on the symbolic part, which would not have the same beneficial results as the court actions did

So I thought it was very interesting yesterday both to watch the program in the building and to have the people before us and the women that were participating as well.

Ms. SALMON-HART. We are finding the percentages in nontraditional low for women, in nontraditional vocational training, but we commend the movement toward women. It has to do with our counseling base, also. We have our counselors there, and the report from our sex equity coordinator here in Kentucky said that as long as the awareness continues, that we will see a higher percentage of women in nontraditional vocational training.

Mr. GOODLING. Can you imagine 20 years ago the men accepting this lady who is training in tool and die working?

Ms. SALMON-HART. That has been a problem, too.

Mr. GOODLING. She would not have lasted 2 weeks. They would have made her miserable enough that she would have gone home, I am sure.

Ms. SALMON-HART. Well, we need to educate the men.

Mr. GOODLING. That is changing. Well, I mentioned yesterday how important it is, particularly in those areas that you were talking about in the coal areas. Some of the reports that we were getting yesterday said that the men are so convinced that someday they are going to be back mining coal again that they will not accept the fact that probably will never happen and also how even more important it is the women in those families become trained to do whatever is available out there.

Chairman PERKINS. Do you have any further comments?

Ms. SALMON-HART. No, thank you.

Chairman PERKINS. Do any of you gentlemen have any further comments?

Mr. MADDEN. May I bring up one further problem?

Chairman PERKINS. Go ahead, Mr. Madden.

Mr. MADDEN. You are not on the committee, I do not think, that has to do with this, but this is on the energy costs, which is having a direct impact on the schools. For instance, one gas company, the rates from October 1 to March 1 went up 600 percent, another, 400 percent.

Now these are natural gas companies, and lots of our schools use natural gas. Electricity, it is projected to go up 18.5 percent in September. On school systems that are already stretched, these are devastating along with chapter 1 cuts, these added fuel costs. I do not know whether that is true in your areas or not.

Mr. GOODLING. And the saddest part about all of that is that you should not be burning natural gas, anyway, in your area; you should be burning coal. We have to find some way that you can be allowed to do just that.

Mr. MADDEN. That is right. Well, we cannot go to Wyoming and buy it.

Mr. **Goodling**. Let me say that there are three pieces of legislation particularly that are, I think, moving rather rapidly. I imagine there will be a consensus of those three pieces of legislation.

There is a present proposal and then there are two other pieces of legislation in the House. As I said, I think it would be a combination of those three. I think that we would pass something before the next winter in relationship to it.

Our big problem, of course, is that if it worked the way it normally works when you have overproduction you have reduced prices. We have had an overproduction of natural gas since the original deregulation part back in the Carter administration. But we do not have any competition in the pipeline, and the legislation will have to positively deal with the pipeline. It will have to deal with how you undo the contracts that you presently have in order to get a better price. Not only are the homes and the schools being affected, but if you have a brick company—and I have several in my district—and you get a 25- to 30-percent increase every year there is no way you can compete with any other form, the wood or anything else. So we realize it is a major problem, and I think you will see legislation move——

Chairman **Perkins**. The sentiment in the Congress is to do something about this situation, but it is overwhelming.

Mr. **Goodling**. The pipeline is just——

Chairman **Perkins**. The prices there in Washington, D.C., are 500 percent more than they were just 2 or 3 years ago. It is a ridiculous situation everywhere.

Mr. **Madden**. Of course, going back to coal, it could be encouraged more.

Mr. **Goodling**. We have the same problem in my State now, but the kind of coal we have is the kind that you are not supposed to burn. We have to find some way to—we are moving in that direction, but if we had had—if the Middle East war had lasted a little longer in 1973 and 1974, and so on, I think we would have——

Chairman **Perkins**. We would have gone to it. Well, it has worked out wonderfully well in Salyersville, Ky. We have put a new furnace in there in the last 2 years with EPA money, and it has just saved all kinds of money for the county.

Mr. **Sanders**. We had a lot of—well, we had gas and then went to coal; now we have switched back to gas with a standby of fuel oil. Well, this has all been within the last 15, 18 years. It is really devastating to go to one system and then change and change and change.

I would like to encourage the members that are present to support any action that might be taken against further or declined negative action toward the tobacco. It is very important to our State, and there are a lot of things going on up there right now.

Mr. **Goodling**. You will have to talk to your representative on that.

Mr. **Sanders**. Well, I know, but there are other representatives——

Mr. **Goodling**. I want to get my assistant here to stop smoking.

Voice. I have smoked less this weekend than I have in 2 years.

Mr. **Sanders**. But I would encourage you to help the tobacco growers in Kentucky and the industry, period.

Chairman **Perkins**. Well, we think we can. We think we can.

Well, let me say to all of the——

Mr. **Goodling**. May I just ask one other question? If you don't have it, I think it would be good if you could submit to us exactly what you see in terms of the cost of identifying and then correcting asbestos problems, because I think this is something that the chairman and I would be happy to help with. We can try to put some heat on EPA and also the Appropriations Committee, but I think if we had those specific figures, it would really help us.

Chairman **Perkins**. I do not know whether there is anyone at the State levels throughout the country that could coordinate and make a statement, but they ought to be up there before the Appropriations Committee with the facts.

Mr. **Goodling**. I think the school board association——

Chairman **Perkins**. Yes, the school board association ought to get involved in this.

Mr. **Goodling**. They have got a lot of high-paid lobbyists up there that ought to have something to do.

Mr. **Sanders**. We are in the process of this identification. The last time I heard anything, we had found one furnished, but it was the type that could be corrected by being painted. So obviously the correction there is going to be real easy, and our own maintenance crew will do that, but you take Cawood High School, you know——

Chairman **Perkins**. I think that bill we passed in 1980, we thought it would be funded that year. We tried, but we have never got it funded.

Well, let me thank all of you ladies and gentlemen. We thank you for coming this morning.

Does anybody else want to make a statement in the room back there? We do not want to deprive anyone. Some of us are going to leave and take up other business ventures today.

Mr. **Goodling**. Some of us are just going to go and visit all of the beautiful horse farms.

Chairman **Perkins**. We are delighted to see all of you here, and thank all of you for coming.

[Whereupon, at 9 a.m., the subcommittee was adjourned.]

[Additional material for the record follows:]

KENTUCKY CATHOLIC CONFERENCE,
EDUCATION DEPARTMENT,
Louisville, Ky., May 6, 1983.

Hon. CARL D. PERKINS,
U.S. House of Representatives,
Washington, D.C.

DEAR CONGRESSMAN PERKINS: Although I appreciate your invitation to testify at the May 14th oversight hearing of your Subcommittee, the time and place of the hearing presents an irreconcilable scheduling conflict for me. In addition, having recently read the report that was printed in the May 4th issue of Education Week, see enclosure, I believe that the members of your Subcommittee have already heard the gist of my contentions.

The inconsistency and autocracy displayed by the EPA are a big part of the problem. You are already aware of my contention that EPA's conclusion that since section 6(a)(3) of TSCA (P.L. 94-469) authorizes the EPA to impose a requirement for marking a supposedly hazardous chemical substance or mixture with clear and adequate warnings, that it therefore also authorizes the EPA to require school officials to inspect for and identify friable asbestos-containing materials, is patently invalid logic.

During the Washington hearing, Mr. Klein and Mr. Brown both reasonably high-ranking EPA officials, could not even agree on the extent of the supposed problem. Mr. Brown contended that there was a "motivational problem" and a "belief problem" among school officials. Why shouldn't there be? Since neither the Executive or Legislative Branch of our Federal Government believe the problem is serious enough to warrant Federal funding of corrective measures, why should school officials believe it? I am aware that you personally are doing everything you can in that regard and we will appreciate it.

Another factor in the motivation and belief problem here in Kentucky is that even though the 1980 Asbestos School Hazard Detection and Control Act required that States establish reporting, record-keeping and information programs, Kentucky has flatly refused to offer any assistance to local school districts for fear of potential liability. Reference the copy of the article in the February 3rd issue of the Kentucky Post which I provided to you on or about February 10th of this year.

Despite urging by your Subcommittee and the GAO, Mr. Klein admitted that the EPA had "abandoned" any attempt to provide consistent standards for building inspections. As your Subcommittee members noted at the Washington hearing, the absence of such standards makes "compliance" with EPA's Final Rule essentially meaningless. The quoted statement by Congressman Miller which appears at the end of the enclosed article speaks volumes.

Sincerely,

D. K. DUMEYER, Sr.,
Department Coordinator.

[From Education Week, May 4, 1983]

SCHOOLS SLOW IN INSPECTING FOR ASBESTOS

(By Susan Walton)

WASHINGTON.—With two months left until the deadline by which school officials must inspect their buildings for asbestos, about 70 percent of districts nationwide have completed the inspection, according to an Environmental Protection Agency official who testified last week before a House subcommittee.

But testimony from other witnesses at the oversight hearing on asbestos in the schools suggested wide regional variation in compliance with the E.P.A. requirement. And both witnesses and committee members expressed considerable doubt about the effectiveness of the two federal measures designed to alleviate the potential hazard to schoolchildren and staff members.

The hearing was convened by the Subcommittee on Elementary, Secondary, and Vocational Education of the House Committee on Education and Labor.

Asbestos was widely used in schools and other buildings as a fire retardant and insulator until the 1970's, when use of sprayed-on asbestos was banned. Inhalation of fibers of friable, or crumbling, asbestos has been linked with a variety of lung disorders, including cancer.

In 1979, in response to the threat that exposure posed for schoolchildren and staff members, the E.P.A. began a technical-assistance program designed to help schools determine whether they had an asbestos problem.

In 1980, Congress passed the Asbestos School Hazard Detection and Control Act, which required that states establish reporting, recordkeeping, and information programs. The law also included a measure to provide financial assistance for controlling asbestos. That provision, however, has never been funded.

The most recent regulatory effort to address the asbestos problem was promulgated by the E.P.A. under the Toxic Substances Control Act in May 1982. The inspections required under that regulation must be completed by June 28 of this year. Parents and staff members must be notified if asbestos is found.

None of the measures requires that asbestos be removed from school buildings.

Edward A. Klein, director of E.P.A.'s chemical-control division in the office of toxic substances, said that the agency's figures to date—which he stressed are very preliminary—show that 30 percent of U.S. schools have not yet complied with the inspection requirement.

Of the approximately 54,000 schools that have complied, 6,000 have found friable asbestos. Of those, about 3,100 have taken corrective action, Mr. Klein said. He noted that agency officials expect about 10 percent of all public and private schools to report some friable asbestos.

But Dwight Brown, one of 10 regional asbestos coordinators for E.P.A., told the committee members that in the region for which his office is responsible, which includes eight southern states, only about 10 percent of the 12,000 schools have been inspected. Mr. Brown also took issue with Mr. Klein's estimate of the percentage of schools that have asbestos, placing it instead at anywhere from 10 to 30 percent.

FEARFUL OF CONSEQUENCES

Mr. Brown and other witnesses said that in their experience, many school officials are reluctant to conduct the inspections because they are fearful of the consequences of finding asbestos. Many do not have the funds needed to remove or contain the substances, the witnesses said.

Of those that have found friable asbestos, Mr. Brown said, many have not yet informed parents and staff members, as they are required to do under the E.P.A. regulation. He described school officials as "intimidated" by that requirement and said that many would not comply unless forced to do so.

"There's a motivation problem," Mr. Brown said. "There's a belief problem."

The experience of one Tennessee parent, Willa Newport, was typical of what can happen when school officials are confronted with the asbestos problem, Mr. Brown and other witnesses said.

Ms. Newport, who testified at the hearing, paid out of her own pocket for the testing of suspicious materials found in her son's school. In response to heavy parental pressure, the school board voted to close the school. Ms. Newport and other parents urged the superintendent to contact Mr. Brown of the E.P.A. office for technical assistance in controlling the asbestos. He did not do so, Ms. Newport said, until two and a half months after the problem was identified.

"The school board and superintendent did not seem to understand how important it was to get experienced, qualified advice," Ms. Newport said.

Neil G. McBride, director of Rural Legal Services of Tennessee, worked with Ms. Newport and other parents in their effort to force school officials to address the asbestos problem. "Despite this unusual degree of parental involvement, and despite tremendous local and even national media attention, students, parents and teachers still have little assurance that their schools will be adequately tested and that their buildings will be safe next year," Mr. McBride told the subcommittee.

The lawyer cited two central weaknesses in the government's approach to the problem. "The current regulatory plan drastically underestimates the difficulty of bringing local school systems to an understanding of the medical, technical, and legal aspects of this problem," he said. "It does not recognize that many of the systems which have the worst problem will also have the most difficulty in understanding and managing the issue."

The second weakness, Mr. McBride said, is the absence of financial assistance for asbestos removal. Recently, he noted, some officials have argued that school districts can recoup the costs of removal through litigation against the companies involved.

"The legal obstacles to recovery are enormous," he said, "but many school systems will not even get to that point because they will not be able to put themselves in a position to litigate effectively." The poorest systems, which have few resources for removing asbestos, are also unlikely to be able to pay for legal costs, he said.

The problem of cost is just as acute for private schools, according to Rabbi Menachem Lubinsky, director of government and public affairs for Agudath Israel of America, which represents 500 Jewish day schools.

GREAT RELUCTANCE TO COMPLY

"There is still a great reluctance on the part of many nonpublic-school principals and administrators to comply with the E.P.A. rule by inspecting for friable asbestos-containing materials," Rabbi Lubinsky said, "because of the expense of inspection or the fear and misunderstanding generated by the possible presence of potentially hazardous material, the health effects of which may not be readily apparent.

"More significantly, however, is the fear that friable asbestos will be found and the knowledge that there is not money, public or private, for abating the hazard," the rabbi said.

Representative Carl Perkins, Democrat of Kentucky and chairman of the subcommittee, said he would continue to seek funding under the 1980 law. He and other members also called for E.P.A. guidelines to help school systems determine the degree of hazard present and the abatement procedure best suited to alleviate it. A recent report from the General Accounting Office criticized the agency for failing to provide such standards, and E.P.A. officials indicated in their response to the report that they would try to develop them.

But Mr. Klein of the toxic-substances office said that agency officials had abandoned that plan and had determined that the only way to accurately determine the degree of hazard is to inspect the building.

Subcommittee members also expressed concern that, in the absence of consistent standards for inspection, "compliance" with regulation would be essentially meaningless. "I understand that you have compliance," said Representative George Miller, Democrat of California, to Mr. Klein. "The question is, what are they complying with?"

END OF DOCUMENT